DOCUMENT RESUME

ED 282 976 AA 001 165

Resources in Education (RIE). Volume 22, Number 11.

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printin Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 282 990 CE 047 420

Regional Development and Vocational Training. Development of Human Resources in Regions of Economic Reconversion Benefiting from Community Financial Support. Regional Monographs (Lorraine, Northern England, Province of Limburg, South-West of Ireland, Liguria, Andalusia). First Edition. CEDEFOP Document.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-6995-0
PUB DATE- 87
NOTE- 355p.; For a related document, see CE 047 419. Some data tables may not reproduce well.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Economic Development; *Educational Development; *Foreign Countries; *Job Training; Labor Force Development; Program Effectiveness; Program Evaluation; *Regional Planning; Regional Programs; Retraining; *Vocational Education
IDENTIFIERS- Belgium; England; *European Community; France; Ireland; Italy; Spain

This publication contains monographs on vocational training and regional development for six regions of the European Communities. The monograph on Lorraine (France) by Gerard Calais describes basic training structures, redeployment policies, requalification of job seekers, and coordination of training efforts. Profiles of development technicians are provided. The case study on the northern region of England (Steve Johnson) describes the region, sets the report in the context of the Vocational Training System in the United Kingdom as a whole, analyzes the basic training systems and their link with regional development, describes employers' training strategies, and discusses public policy for retraining job seekers. The monograph on the Belgian province of Limburg (V. Neesen, R. van Ballaer) provides information on labor, training, and redevelopment as well as on regional development experts. The report on the Southwest region of Ireland (M. O. Suilleabhain) addresses the three dimensions of regional development policy in Ireland, describes industrial output and employment, and highlights training and youth employment programs. The monograph on the Italian region of Liguria (Luigi Boldrin) looks at vocational training structures, the quantity and quality of this training, and trends and potential action in the various sectors of the economy. An examination of redevelopment policies follows. The case study on the Spanish region, Andalusia, discusses training in the region and its restructuring and describes development experts. (YLB)

DOCUMENT RESUME

ED 283 004 CE 047 441

Introduction to Sandwiches. Learning Activity Pack and Instructor's Guide 5.4a. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-322-BK-85; IE-323-BK-85
PUB DATE- Jan 85
NOTE- 68p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- Florida; *Food Preparation; *Sandwiches

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with types of sandwiches and their ingredients, to give tips on making and handling sandwich ingredients, and to explain how to set up a sandwich counter. Illustrated information sheets and learning activities are provided in these areas: types of sandwiches; the basic ingredients--bread and spreads; the basic ingredients--fillings, extras, and garnishes; and the sandwich counter. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test

and answer key are included. (MN)

DOCUMENT RESUME

ED 283 018 CE 047 455

Dining Room Service/Clearing and Cleaning Tables. Learning Activity Pack and Instructor's Guide 8.1c. Commercial Foods and Culinary Arts Competency-Based Series. Section 8: Related Services.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

REPORT NO.- IE-362-BK-85; IE-363-BK-85

PUB DATE- Jan 85

NOTE- 46p.; For other documents in this series, see CE 047 434-456.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Dining Facilities; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education; *Waiters and Waitresses

IDENTIFIERS- Florida

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with efficient table clearing and cleaning duties. Illustrated information sheets and learning activities are provided in these areas: table clearing and cleaning procedures, and removing tableware, food, and linen after service. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

DOCUMENT RESUME

ED 283 031 CE 047 504

Jucovy, Linda
Recruitment: Maintaining Corpsmember Strength. Report of the Worksho
(St. Croix, Minnesota, October 20-22, 1986). Youth Corps Exchange
Project 1986-1987 Workshops.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Mar 87
NOTE- 44p.; For related documents, see CE 047 498 and CE 047 502-50
AVAILABLE FROM- Public/Private Ventures, 399 Market Street,
Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; Conservation Education;
Postsecondary Education; *Program Improvement; *Publicity; School
Holding Power; Student Attrition; *Student Recruitment; *Youth
Employment; *Youth Programs
IDENTIFIERS- *Youth Conservation Corps

This report begins with a general description and highlights of th proceedings of the Youth Corps Exchange Project workshop which dealt with problems of recruitment to the corps and which was the first of six related workshops held during the 1986-87 period. Discussed in the report's second section are the following issues related to corpsmember recruitment: low visibility, lack of diversity, minimum wage, and attrition. The third section presents national and local strategies for dealing with these four problems. The following possibilities are discussed for dealing with low visibility: contacting local groups, using the media, targeting advertising, looking for volunteer help, having everyone recruit, and being comprehensive. Program design, targeted advertising, office location, and sensitivity are all discussed in terms of dealing with the problems caused by a lack of diversity. It is suggested that recruiters emphasize the youth corps' long-term benefits and goals and total benefit package as a way of dealing with the fact that the program offers only a minimum wage. Prescreening, developing a training program, expanding members' horizons, and celebrating corpsmembers are all examined from the standpoint of reducing attrition. The final section describes the

action plans that have been developed by the following organizations to improve their corpsmember recruitment programs: The Vermont Youth Conservation Corps, Minnesota Conservation Corps, Michigan Youth Corps, Michigan Civilian Conservation Corps, Greater Atlanta Conservation Corps, Los Angeles Conservation Corps, Marine Conservation Corps, Maryland Conservation Corps, Wisconsin Conservation Corps, and the A-Team. (MN)

DOCUMENT RESUME

ED 283 045 CE 047 528

Melia, Josie

Using the Word Processor in Writing Groups.

Adult Literacy and Basic Skills Unit, London (England).

PUB DATE- 86

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Computer Assisted Instruction; Creative Writing; Foreign Countries; Grammar *Learning Activities; Literacy Education; *Microcomputers; *Word Processing; *Writing Skills

Writing groups can use word processors or microcomputers in many different types of writing activities. Four hour-long sessions at a word processor with the help of a skilled word processing tutor have been found to be sufficient to provide a working knowledge of word processing. When two or three students enrolled in a writing class are assigned to a word processor or microcomputer, these machines can be valuable alternatives to typewriters, blackboards, or pen and paper. Word processors and microcomputers can be used to (1) help writers gain confidence, fluency, and enjoyment of written words and thereby overcome their blocks about writing "creatively" and (2) help students become aware of the style and structure of their writing. This booklet explains the procedures for conducting the following 10 different learning activities in writing groups: conducting one-sided phone conversations, maintaining a dialogue between external/internal voices, developing preparatory word lists, expanding a sentence, expanding a story, converting direct and indirect speech, converting first- and third-person narratives, paragraphing, and doing general editing and restructuring of written work. (MN)

DOCUMENT RESUME

ED 283 058 CG 019 946

Phinney, Jean S.; Alipuria, Linda Line
Ethnic Identity in Older Adolescents from Four Ethnic Groups.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April, 1987). Fo related document, see CG 019 945.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Asian Americans; Black Students; *College Students; *Ethnic Groups; *Ethnicity; Higher Education; *Identification (Psychology); Mexican Americans; *Self Concept; White Students

Erikson's concept of identity has become a central focus for studying adolescent development. Identity is a psychosocial construct involving the creation of a sense of sameness and continuity, a unity of personality achieved through a process of crisis and commitment. Although culture is a factor in Erikson's theory, research on adolescent identity development has not usually included ethnicity. This study examined ethnicity as one of the issues to be resolved in the development of an achieved identity, comparable to other widely studied issues such as occupation or sex roles. Questionnaires were given to male and female urban college students (N=196) from four groups (Asian-American, Black, Mexican-American, and White). The questionnaire assessed ethnic identity, ethnic identity commitment, achieved ethnic identity, achieved occupational and achieved sex role identity, importance of identity domains, self-esteem, and demographics. Achieved ethnic identity correlated significantly with achieved occupational and sex role identity. Exploration of ethnic identity issues was significantly higher among minority group college students than among white students, but the groups did not differ on commitment to an ethnic identity. Ethnicity was considered to be as important as other traditionally studied areas of identity, and was rated as significantly more important by minorities than by whites. (ABL)

DOCUMENT RESUME

ED 283 072 CG 019 961

Haemmerlie, Frances M.; And Others
Social Avoidance and Distress, the CPI and Social Support.
PUB DATE- Apr 87
NOTE- 6p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Body Height; Body Weight; College Students; Higher Education; *Interpersonal Competence; *Personality Traits; Self Esteem; *Self Evaluation (Individuals); Social Networks; *Social Support Groups
IDENTIFIERS- *Physical Attractiveness; *Social Anxiety; Social Avoidance Distress Scale (Watson Friend)

Many people appear to suffer from social anxiety. To explore how socially anxious people function in a number of domains, Watson and Friend's (1969) Social Avoidance and Distress Scale (SAD) was administered to 101 undergraduate students. Subjects also completed the California Personality Inventory (CPI) and the Psychosocial Support Inventory (PSI). Seventy-eight subjects also provided height and weight data about themselves and rated themselves on perceived attractiveness and perceived weight status. The data were analyzed using an 83 x 83 matrix that included scores on the SAD, the 18 CPI measures, and 48 PSI categories; biographical data; and available height, weight, and attractiveness data. An analysis was also done using only the information from the top 25 and the bottom 25 SAD scorers. Of these 50 subjects, 38 had provided height, weight, and attractiveness information. The results revealed that SAD scores were significantly correlated in a negative direction with 13 of the 18 CPI scales. Evidence for social support showed that people with high SAD scores also had poor support networks. SAD scores were also correlated with perceptions of being overweight. These findings support previous research suggesting that socially anxious persons have deficits in a variety of personal and interpersonal domains. (NB)

DOCUMENT RESUME

ED 283 086 CG 019 975

Richter, Donna L.; And Others
A Descriptive Analysis of the Relationship between Social Support Networks and Health Status in Females Aged 50-93.
PUB DATE- 14 Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern Gerontological Society (8th, New Orleans, LA, April 13-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Family Role; *Females; Friendship; *Health; Life Style; *Middle Aged Adults; *Older Adults; Physical Activity Level; Self Evaluation (Individuals); *Social Support Groups; Use Studies

Although the relationship between social support networks and mortality is well established, a tendency to define and measure support differently and a failure to identify when in the disease process social support has the greatest impact have caused studies concerned with this relationship to yield inconsistent results. This study was designed to assess the use of social supports by mature women of different ages and to describe the relationship between social supports and health. Healthy women (N=114) between the ages of 50 and 93 completed a questionnaire which solicited demographic information and information about past and present life style, health status, physical activity, health beliefs, and sources of social support. The results indicated that most respondents reported being physically active and in good health. Those who reported being in good health also reported using social supports more than did those in poor health. While family members were the most frequently reported sources of social support, use of social supports in general decreased with increasing age. Regardless of perceived health status, the percent of women living alone increased with age. This tendency to live alone with increasing age, together with the decrease in use of social supports, may suggest an increased desire for independence or a manifestation of the influence of adaptation level. (NB)

DOCUMENT RESUME

ED 283 100 CG 019 989

Ghosh, Kalyan; Lundy, Harold W.
Enrollment Planning Using Computer Decision Model: A Case Study at Grambling State University.
PUB DATE- Oct 86
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association of College Admission Counselors (42nd, Washington, DC, October 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; College Students; *Computer Simulation; *Computer Uses in Education; Declining Enrollment; *Enrollment Projections; Enrollment Trends; *Higher Education; Microcomputers; *Models; Trend Analysis
IDENTIFIERS- Grambling State University LA

Achieving enrollment goals continues to be a major administrative concern in higher education. Enrollment management can be assisted through the use of computerized planning and forecast models. Although commercially available Markov transition type curve fitting models have been developed and used, a microcomputer-based decision planning model designed by Ghosh in the early 1980s has proved to be an excellent tool in attaining the annual enrollment goals over a multi-year planning period. The Ghosh Model was used at Grambling State University in Louisiana. A 10-year projection was produced by conducting trend analysis and use of casual model. Enrollment mandates prompted Grambling State University to adopt innovative recruitment strategies. By the fall of 1985 Grambling State University increased its enrollment by 42.5% over a 5-year period by reversing the steady decline it experienced between 1975 and 1980. This success was possible by approaching enrollment planning through strategic decisions and use of the Ghosh model. (ABL)

DOCUMENT RESUME

ED 283 114 CG 020 003

National Partnership To Prevent Drug and Alcohol Abuse. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session (September 19, 1986).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 87
NOTE- 165p.; Serial No. 99-146. Appendix A contains small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; Drinking; *Drug Abuse; *Federal Aid; *Federal Programs; Hearings; *Prevention; Program Effectiveness; *Program Termination
IDENTIFIERS- *Alcohol Abuse; Congress 99th

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine the circumstances surrounding the funding and subsequent termination of the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) grant for the National Partnership to Prevent Drug and Alcohol Abuse. In his opening statement, Representative Dale Kildee notes that $1 million was spent on the program during its first 11 months with little or no impact on services available for children, and emphasizes the importance of determining the factors that contributed to the demise of the program. A brief statement by Representative Thomas Tauke is also given. Witnesses providing testimony include: (1) Verne Speirs, acting administrator, OJJDP, United States Department of Justice; (2) Samuel Keker, former acting president, National Partnership to Prevent Drug and Alcohol Abuse; (3) William Butynski, executive director, National Association of State Alcohol and Drug Abuse Directors; and (4) Ken Eaton, trustee; National Partnership to Prevent Drug and Alcohol Abuse. Included with Speirs' prepared statement in a chronology of major events concerning OJJDP's monitoring of the partnership and actions not to continue funding. Witnesses explain their role in the National Partnership, suggest reasons for its failure, and make recommendations to the OJJDP for determining grants to future projects. Letters and relevant materials are appended. (NB)

DOCUMENT RESUME

ED 283 127 CS 008 839

Kitao, S. Kathleen; Kitao, Kenji
Reading and Schema Theory: A Bibliography.
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cognitive Psychology; *Cognitive Structures; Context Clues; Prior Learning; *Reading Processes; Reading Research; *Schemata (Cognition)
IDENTIFIERS- Content Structure; Contextual Effects; *Schema Theory; Scripts (Knowledge Structures); *Text Processing (Reading)

Reflecting recent widespread interest in schema theory, this bibliography is intended to assist anyone interested in how the topic relates to reading. The introduction defines schema theory as the study of generic knowledge structures--called schemata--which are composed of "slots" or "placeholders" for each component, and which include information about how to fill slots, relationships among slots, and interrelationships among schemata. The remainder of the document consists of bibliographic citations for references related to both textual schemata and content schemata, especially as they relate to the reading process. References to a number of other theories (such as script theory) and fields of research (such as context effects) which are related to schema theory are also cited. (SKC)

DOCUMENT RESUME

ED 283 141 CS 008 861

Reed, Keflyn Xavier
Using Directed Reading Activities to Increase Students' Receptiveness and Comprehension of Literary Forms.
PUB DATE- Feb 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (22nd, Jackson, MS, February 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Directed Reading Activity; *Literature Appreciation; *Reading Assignments; *Reading Comprehension; Reading Difficulties; Reading Improvement; Reading Processes; *Reading Strategies; Remedial Reading; Supplementary Reading Materials; Textbook Content; Two Year Colleges
IDENTIFIERS- Reading Motivation; Textbook Design

After an informal study of 589 college freshmen enrolled in reading courses at Bishop State Junior College (Alabama) revealed that most students read out-of-class assignments only sometimes because of the degree of difficulty of the reading tasks, a series of directed and structured activities was developed to promote reading comprehension. The basic concept underlying the planned activities is that students can experience success in reading by following an analytical process for studying textbooks, poems, short stories, and novels. In the textbook chapter analysis exercises, the emphasis is on helping the student see how textbook chapters are arranged, and the detailed worksheet helps the student grasp the idea of structure. The objective of the poetry analysis assignment is to enable the student to understand that poetry has two levels: literal and figurative, while the purpose of the short story assignment is to assist the student in identifying the elements common to the short story. The novel analysis exercise helps the student identify the common structure and content of the novel, by reducing key elements to simple words and phrases--filtering out the trivial details to develop a full understanding of the novel. After using these analysis exercises for one-quarter of the school year, 511 students responded to an assessment item. Of the 511, 427 students indicated these directed activities were helpful for reading comprehension. (Sample worksheets are attached.) (NKA)

DOCUMENT RESUME

ED 283 155 CS 210 521

Wassmuth, Birgit L.; Carr, Douglas J.
Max Headroom, Ad Man of the Eighties: When Commercial Becomes Cult.

PUB DATE- Aug 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Graphics; Mass Media; *Merchandising; Popular Culture; Special Effects; *Television Commercials; Television Research
IDENTIFIERS- *Coca Cola Company; *Max Headroom

With Coca-Cola's selection of a digital, computer-constructed "spokesthing" named Max Headroom, came a dramatic shift toward a reliance on high technology to deliver the advertising message. Headroom was developed in Britain, and made his debut on the Home Box Office television network in 1985. Coca-Cola then bought the rights to Headroom, and by the spring of 1986 the Max Headroom phenomenon had helped the company regain the market it lost the year before with the introduction of New Coke. Although the Headroom character was not originally designed for advertising purposes, its application soon became apparent. Never before in the history of television has a true child of the medium come forward to pitch products. In doing so, Headroom blurs the distinction between the message and the messenger. He is treated like a celebrity, appears on talk shows, and now has his own interview show that is unrelated to his advertisements. Audiences react to Headroom well, and importantly, remember his association with Coke, which makes him Coca-Cola's perfect "spokeshead." The introduction of other Headroom-like commercials worldwide suggests a trend in the design and production of television-specific commercials. (Appended are: (1) a Max Headroom chronology, (2) notes, (3) references--divided into books, articles, authorless articles, and videos, (4) a descritpion of the audiovisual aids that accompany the talk, and (5) a selection of newspaper cartoons featuring Max Headroom.) (Author/SKC)

DOCUMENT RESUME

ED 283 169 CS 210 587

Shaughnessy, Michael F.; Gerkey, Stephen
The Gifted and Writing.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the New Mexico State Conference of the International Reading Association (Santa Fe, NM, November 7-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; Classroom Communication; Classroo
Environment; Creative Development; *Diaries; Elementary Secondary Education; Teaching Methods; *Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Journal Writing; *Student Journals

Even for gifted students, the writing process resulting in an effective composition is a complex one, often overlooked in gifted education. The process begins with expressive writing, wherein the writer explores ideas and tries to find a focus. Subsets in the writing process include inventing, gathering outside materials, drafting, and revising and editing. Assigning student journals not only gets students started on an expressive writing project, it can achieve a number of other educational objectives: (1) starting classroom discussions, (2) focusing attention on salient points, (3) summarizing germane materials, (4) reorienting classes, (5) evoking responses to films and readings, (6) generating paper topics, (7) creating a personal dialogue with students, (8) encouraging students to air frustrations, and (9) helping students relax and enjoy writing. In addition to all the creative possibilities, journals make the teacher's job easier because they need be read only every two weeks or so and seldom require more than five or ten minutes to assess. Staggering students' due dates lessens the work load even more. Teaching students to write should be viewed as a longitudinal developmental process that occurs most effectively when it is developed across the curriculum, and involves all teachers from kindergarten through grade 12. (Nine references are included.) (AEW)

DOCUMENT RESUME

ED 283 183 CS 210 611

Jeffers, Dennis W.
A Descriptive Study of Perceived Impact of Gender on Employment Status, Type of Work, Industry Relationships, Working Environment & Job Satisfaction in Livestock Industry Magazines.
PUB DATE- Aug 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Employed Women; *Equal Opportunities (Jobs); Job Satisfaction; Mass Media; Occupational Surveys; *Organizational Climate; *Periodicals; Salary Wage Differentials; *Sex Bias; Sex Discrimination; Sex Role; Work Environment
IDENTIFIERS- *Livestock Industry

A two-part study examined the employment status, distribution, job satisfaction, and promotion opportunities of women working for livestock industry magazines. Livestock publications were chosen for this research because they are typical of industry-related magazines and are traditionally dominated by males. The mastheads of 59 magazines were examined to determine the number of men and women working in editorial, production, and advertising. A questionnaire was then administered to 69 men and women currently employed by livestock magazines. Among the research questions were (1) Are more women entering this field? (2) Do men earn more than women and receive raises sooner? (3) Is there a perceived bias--either overt or subtle--against women in the field; and (4) What is the perceived "suitability" of type of work for each gender within the livestock magazine industry? Nearly 60% of respondents were female. Results indicated that although women are under-represented in editorial positions, nearly 40% of respondents believed more women are currently employed by livestock magazines than was the case five years ago. Over 41% thought that women were better than men in the design and production areas, while a third thought that men were better in advertising. Discrepancies between promotion, salary, and pay raise trends for men and women were serious, even though most of those surveyed described the bias toward women as "subtle." Nevertheless, respondents rated working for a livestock magazine "very satisfying." (Tables of data are included.) (AEW)

DOCUMENT RESUME

ED 283 196 CS 210 630

Kurth, Ruth J.; Kurth, Lila M.

A Comparison of Writing Instruction Using Word Processing, Word Processing with Voice Synthesis, and No Word Processing in Kindergarten and First Grade.

PUB DATE- Apr 87

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Cooperation; Grade 1; Kindergarten; Peer Evaluation; Primary Education; *Word Processing; *Writing Improvement; *Writing Instruction; Writing Processes; *Writing Readiness; Writing Research

A study was conducted in which word processing and voice synthesis were used to teach beginning writing skills to kindergarten and first grade students. Subjects, 46 children from two elementary schools enrolled in an early education summer school class in writing, were randomly divided into three groups. One group was taught writing using a beginning-level word processor and printer. The second group used a word processor capable of synthesized speech and a printer. The final group did not use word processing equipment but had access to a copying machine and were allowed to make transparencies of their stories for sharing. The children in the two word processing groups were given three sessions of keyboard training before they started writing (the voice synthesizer group was taught the "talk" command). Students were asked to write six stories in the two-week period and were encouraged to form collaborative and editing groups. Each child was assigned two "writing helpers" and had to have each story approved by them before turning it in. Results indicated that very young children can benefit from instruction using word processors and voice synthesizers and that using these devices seemed to foster collaborative writing. The use of word processing cannot substitute for quality writing instruction, but a combination of the two can facilitate group discussion and peer editing. (Twenty-seven references are included.) (AEW)

DOCUMENT RESUME

ED 283 209   CS 210 655

Cambourne, Brian; Turbill, Jan
Coping with Chaos.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-66-2
PUB DATE- Feb 87
NOTE- 77p.; Photographs may not reproduce well.
AVAILABLE FROM- Business Manager, Primary English Teaching Association, PO Box 167, Rozelle, New South Wales 2039, Australia ($8.50 member, $10.50 nonmember, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingualism; Child Language; Classroom Environment; Classroom Research; Cultural Influences; *Educational Theories; Foreign Countries; Language Usage; Peer Relationship; Primary Education; Process Education; Spelling; Student Writing Models; Teacher Role; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Australia

Exploring questions about how the classroom environment affects young learners, this book describes how young children from various cultural and linguistic backgrounds have coped with the conditions surrounding them in process oriented writing classrooms. Chapter 1 describes the kinds of activities in which children engage in seemingly chaotic process oriented classrooms and stresses the importance of classroom-level research. Chapter 2 discusses in detail Australian 'process-writing' classrooms, describing what they look like and what they have in common. The chapter reveals what children do in these classes, and the classroom role of related activities, environmental print, repetition, assistance from and interaction with peers and the teacher, and the use of temporary or invented spelling. Using insights from linguistics and psychology, chapter 3 reveals how researchers feel the relationship between social setting and coping behaviors of the children combine for effective rapid learning. Chapter 4 details how the theory applies to the writing of two children, one of English speaking background and one whose family spoke Vietnamese. Eight samples of each child's writing are provided to show their progress and reveal the writing strategies used by each. The final chapter reiterates the important elements of the process-oriented classroom: (1) immersion, (2) demonstrations, (3) responsibility, (4) expectations, (5) approximations, (6) practice, and (7) response. It also stresses that teachers should understand children's learning and the nature of language. References are appended and the text is illustrated with photographs and actual writing samples. (SKC)

DOCUMENT RESUME

ED 283 222 CS 210 685

Kuo, Cheng
The Learning of Consumer Skills in Adolescents: An Eclectic Approach.
PUB DATE- Aug 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Consumer Economics; *Consumer Education; Daily Living Skills; Family Life; Imitation; *Interpersonal Communication; Learning Theories; Media Research; Money Management; Parent Child Relationship; *Parent Influence; Parent Role; Secondary Education; Skill Development; Socialization
IDENTIFIERS- *Consumer Skills; Family Communication

A study investigated the learning of consumer skills by adolescents, using two theoretical approaches--the social learning and the family communication pattern approaches. It was hypothesized that (1) assuming that parents are more experienced consumers than are adolescents, frequent discussion with parents on consumption matters are likely to enhance children's learning of intelligent consumer behaviors, and (2) assuming the concept-oriented family communication pattern fosters consumer behaviors geared to evaluating alternatives according to their objective and functional attributes, adolescents from this type of family are more likely to be active in information seeking and price shopping before buying. Subjects, seventh, tenth, and twelfth grade students from lower, middle, and upper socioeconomic backgrounds, selected from three school districts in southeastern Michigan, completed a questionnaire. Both hypotheses were largely supported. Results showed that parents seemed to serve as role models for the teenage consumers, and that peer-child communication also contributed to the learning of consumer skills. Findings also indicated that the concept-oriented family communication pattern had a direct effect on adolescent knowledge of consumer skills. Results suggested that the two theories work together to explain the socialization outcome, and that the integration of the two

different theoretical perspectives into a single model presents a more holistic view of how teenagers learn to be intelligent consumers. (Tables of data are included, notes and a bibliography are appended.) (NKA)

DOCUMENT RESUME

ED 283 236 EA 019 405

Pounder, Diana
Administrative Compensation: A Preliminary Investigation of the Male/Female Salary Differential.
PUB DATE- Feb 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 31-February 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Compensation (Remuneration); Educational Administration; Educational Research; Elementary Education; Models; Research Needs; Salaries; *Salary Wage Differentials; *Sex Bias; Sex Differences

This paper examines typical explanations offered for the existence of an "earnings gap" between male and female educational administrators, evaluates the relevance of these explanations, and proposes and tests a model process for detecting gender bias in the compensation of school administrators. Common explanations for male/female wage differentials include occupational segregation (involving overabundance of the labor supply in female-dominated fields) and work-related factors that may covary with gender (such as education, experience, and career aspirations). In the male-dominated field of educational administration the occupational segregation explanation fails to apply; women's occupation of lower status positions may account for pay differences more effectively. Education and aspiration appear not to account significantly for salary differences, but some differences may be attributable to experience levels. A model for determining the extent to which sex bias accounts for remaining administrator salary differences was tested in 11 public school systems in a midwestern state. Twenty female and 88 male elementary school principals made up the sample. Professional experience was found to account for 16 percent of the variance in compensation; educational level accounted for less than 1 percent; and nearly 25 percent was accounted for by gender. A 24-item bibliography is provided. (PGD)

DOCUMENT RESUME

ED 283 249 EA 019 467

Elam, Stanley M.; And Others
Staff Development: Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-110-3
PUB DATE- 86
NOTE- 84p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00164; $13.95 plus $2.50 postage and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Board of Education Role; Elementary Secondary Education; *Inservice Education; *Leadership Training; *Management Development; *On the Job Training; Principals; Public Schools; *School Districts; *Staff Development; Superintendents; Teacher Administrator Relationship

Case studies, interviews, letters, and nationwide questionnaire responses from hundreds of administrators constitute the data for this report. The first chapter discusses the meaning of and the reasons for staff development; the effect of staff development on school and community; the increasing role of teachers, principals, and school boards; the conditions for staff development; and the elements of the most effective programs. The second chapter considers the expansion of staff development; the process is intended not only for teachers, but for all practitioners. The expansion also includes the range of content, the number of sites, the amount of time, and the number of people to direct the programs. Chapter 3 examines the options available to school districts to advance staff improvement. Other concerns associated with staff development covered in subsequent chapters are the effectiveness of inservice training; needs assessment to gain board support; the professional growth of principals and their collaboration with teachers; the technical training of support staff; the inservice training of board members; the professional growth of administrators; the atmosphere of inservice sessions; and the evaluation of the staff development process. Chapter 7 relates 16 case studies of success. (RG)

DOCUMENT RESUME

ED 283 262 EA 019 482

Watkins, Peter
Time, Organisation and the Administration of Education.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0372-8
PUB DATE- 86
NOTE- 106p.; Prepared as course material for "Management of Resources in Schools" (Course EED-433).
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Capitalism; *Educational Administration; *Educational History; Elementary Secondary Education; Epistemology; Foreign Countries; *Foundations of Education; Industrialization; *Organizational Theories; *Politics of Education; School Effectiveness; Social Theories; Socioeconomic Influences; Technological Advancement; *Time; Time on Task; Time Perspective
IDENTIFIERS- Scientific Management

This monograph, part of a series exploring relationships between education and society, challenges assumed perceptions of time in educational administration as linked to historical and philosophical influences. An introductory summary of salient themes is supplemented by four articles. By emulating industrial capitalistic methods, educational administration's time perceptions and concerns for "efficiency" and "effectiveness" became grounded in scientific management. Time became a commodity that could be segmented, utilized, bought, and sold. This commodification of time was associated with the clock, which ensured regulated production. Student task-continuous work paralleled productivity's emphasis; "time-on-task" emerged from J. B. Carroll's "A Model of School Learning." In "About Time for Educational Reform," H. M. Levin argues that Carroll's views overlook the attraction of internal decision-making participation to enhance achievement. G. J. Whitrow, in "Reflections on the History of the Concept of Time," contends that conceptualizing the physical universe and society as linear advancement without cyclical repetition is not supported by historical evidence. For K. Harris, in "The Secondary School: Administrative Wonder and Educational Absurdity," schooling's master timetable physically places everyone at every moment. Whirring away, day after day, in this clockwork administrative masterpiece, education arrives in a distant second place at best. Each entry provides references; an annotated bibliography is appended. (CJH)

DOCUMENT RESUME

ED 283 275 EA 019 497

Sergiovanni, Thomas J.
The Principalship: A Reflective Practice Perspective.
REPORT NO.- ISBN-0-205-08851-1
PUB DATE- 87
NOTE- 361p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H88511; $34.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Administrative Organization; Administrative Principles; Administrator Attitudes; Attitude Change; Cognitive Restructuring; *Educational Administration; Educational Assessment; Educational Improvement; Elementary Secondary Education; Human Resources; *Instructional Leadership; *Leadership; Organizational Climate; *Principals; Program Effectiveness; Program Evaluation; School Effectiveness; Teacher Evaluation; Teacher Supervision
IDENTIFIERS- Reflective Thinking

The reflective practice of principalship differs from other ways of practicing principalship by viewing the principal's problems as unique rather than as standard problems susceptible to standardized solutions. This book provides information, raises questions, and considers the complexities of school problems, all as raw material for the reflective principal to use when developing the informed intuition required for successful educational leadership. The book is divided into five parts, each with several chapters. Part 1 examines the principalship from a number of perspectives, including roles, expectations, success factors, and characteristics of leadership. The purpose and mission of schooling are the foci of part 2; the development, administration, and evaluation of effective educational programs are discussed. Part 3 treats teacher supervision and evaluation from the reflective principal's perspective. The fourth part explores the development of human resources, including such aspects as teacher motivation, school climate, school improvement, management, and organizational effectiveness. Part 5 draws on all of the book's themes to discuss the concept of leadership. Inventories and questionnaires are presented throughout the book as guides to thought. References and informational appendices are included for each chapter, and an index is provided for the book as a whole. (PGD)

DOCUMENT RESUME

ED 283 288 EA 019 514

McIntyre, Iris
Issues and Opportunities in Bridging the Current Gaps between Educators and Researchers: A School District Perspective.
PUB DATE- 31 May 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Hamilton, Ontario, May 31-June 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Educational Assessment; Educational Equity (Finance); Educational Research; *Educational Testing; Elementary Secondary Education; *Evaluation Methods; Financial Support; Foreign Countries; Superintendents
IDENTIFIERS- *British Columbia

Public education in British Columbia has been profoundly affected by replacement of Ministry-appointed superintendents with those locally employed and by eligibility of applicants other than former superintendents for the positions of deputy minister and assistant deputy minister. The single greatest influence in increasing awareness of educational evaluation in British Columbia is the "B.C. Assessment Program." Assessment projects encompass most academic areas as well as a physical education and a kindergarten needs assessment. The Learning Assessment Branch is also associated with development of achievement tests geared toward curriculum goals. By 1978, districts were expected to conduct, implement, and evaluate their own assessment programs, but in 1983 the Fiscal Framework System restricted fund staffing, and materials required for programs. A September 1985 conference, "Evaluation for Excellence in Education," discussed evaluation issues, including the popularization of excellence, evaluation, and effective schooling; the influence of American educational problems on Canadians; and misconceptions regarding school effectiveness, teacher effectiveness, and research. Production of test item banks, continuation of student assessment, and collaboration of universities with school districts on research are several suggestions for future concentration. (RG)

DOCUMENT RESUME

ED 283 300 EA 019 531

Pennington, John R., Jr.; Turner, Sarah R.
Report on Enrollment and Tuition Procedures for Nonresident Students.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Nov 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audits (Verification); Board of Education Policy; County Programs; Elementary Secondary Education; *Enrollment Influences; Family Problems; Foreign Students; Health Needs; *Out of State Students; Political Influences; *Program Administration; Program Evaluation; Public Schools; *Residence Requirements; Social Services; Student Mobility; Student School Relationship; *Tuition; Undocumented Immigrants
IDENTIFIERS- Guardianship; *Montgomery County Public Schools MD; Tuition Waivers

To review tuition procedures for nonresident students of Montgomery County (Maryland) Public Schools, this report evaluates policies and regulations and offers recommendations for improvement. An introductory chapter sets forth the scope of review by the internal audit staff. Review involved analysis of requests for tuition waivers and waiver request files, financial records on tuition collections, pupil enrollment records, and selected student files. The audit staff discussed issues with county officials, interviewed school officials, and reviewed tuition policies in adjacent counties. Findings, conclusions, and recommendations consider the three criteria of residency, guardianship, and student crisis in chapters 3, 4, and 5. In chapter 6, issues are identified in relation to international students' visa status. School procedures that identify nonresident students are enumerated in chapter 7. Chapter 8 describes the collection of nonresident tuition, which highlights the need for modifying program procedures, as illustrated in chapter 9. Additional policy questions outside the audit's scope, but requiring consideration by the superintendent and board of education, are discussed in chapter 10. Chapter 11 summarizes the report's recommendations on policy and administration. Eight appendices present such data tabulations as policy on nonresident tuition payments by location for 1985-86, and international student enrollment. (CJH)

DOCUMENT RESUME

ED 283 314 EC 192 743

Wilkinson, Cheryl Y.; Ortiz, Alba A.
Characteristics of Limited English Proficient and English Proficient Learning Disabled Hispanic Students at Initial Assessment and at Reevaluation.
Texas Univ., Austin. Handicapped Minority Research Inst. on Language Proficiency.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 86
NOTE- 83p.
CONTRACT- 300-83-0272
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Policy; Elementary Education; *Eligibility; *Handicap Identification; *Hispanic Americans; *Learning Disabilities; Legal Responsibility; *Limited English Speaking; Referral; Student Evaluation; *Student Placement; Urban Education
IDENTIFIERS- Texas

The study examined policies and practices related to the reevaluation of 36 limited English proficient (LEP) and 36 non-LEP Hispanic students in elementary learning disability (LD) programs in two Texas urban school districts and how these policies and practices impact continued special education eligibility. The following specific objectives were researched: procedures used for assessment and placement of LD Hispanic students during the 3-year review; changes in test scores and language data which occurred during LD Hispanic students' first 3 years in special education; and current policies and practices influencing the 3-year reevaluation assessment and placement of LD Hispanic students. Among policy recommendations resulting from the study are the following: (1) assessment of language minority students referred to special education should include language assessment based on natural communication samples, and measures which tap cognitive academic language proficiency and pragmatic skills; (2) written justification should be required for English only assessments; (3) eligibility criteria specific to language minority students should be developed; (4) the LEP student should not be labeled learning disabled unless there is evidence that the handicapping condition exists in the primary language and not only in English; (5) appraisal personnel should be bilingual. Thirty-three tables are included along with a 36-item reference list. (DB)

DOCUMENT RESUME

ED 283 329 EC 192 758

Behavior Disorders in Schools: A Practical Guide to Identification, Assessment and Correction.

Alberta Dept. of Education, Edmonton. Special Educational Services Branch.

PUB DATE- 86
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Disorders; *Classroom Techniques; Curriculum Development; *Educational Diagnosis; Educational Resources; *Educational Strategies; Elementary Secondary Education; Foreign Countries; *Handicap Identification; Mild Disabilities; Prevention; Severe Disabilities; Student Evaluation; Student Placement; Teacher Student Relationship
IDENTIFIERS- Impairment Severity

Intended for teachers, this guide defines behavior disorders and discusses their identification and assessment as well as classroom strategies. The first section, a user guide, considers placement alternatives for students with special education needs and provides an overview of the material presented in the remainder of the manual. Section I introduces the concept of behavior disorders. Section II addresses identification, assessment, and program planning for students with behavior disorders, including an identification checklist and summary. A seven-step model for assessment, program planning, and evaluation is presented. The model's seven steps include: organization of background information; identification and application of expectations; organization of assessment information; summary of assessment information; establishment of corrective strategy; implementation of corrective strategy; and evaluation of corrective strategy. The third section describes classroom strategies, including: prevention of behavior disorders; strategies for mild behavior disorders; strategies for severe behavior disorders; and selection and implementation of classroom strategies. The fourth section lists social service agencies and organizations. Related teacher resources and a bibliography appear at the end of each of these four sections. Appendices consist of a glossary of terms related to behavior disorders; specific examples of behavior disorders by degree of disruption/level of security; the Identification Checklist and Summary Form; and Assessment and Program Planning Forms. (CB)

DOCUMENT RESUME

ED 283 343 EC 192 772

Sargent, Marilyn
Depressive Disorders: Treatments Bring New Hope.
National Inst. of Mental Health (DHHS), Rockville, Md. Div. of Scientific and Public Information.
REPORT NO.- DHHS-(ADM)-86-1491
PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Biochemistry; Children; *Depression (Psychology); Drug Therapy; *Emotional Disturbances; *Etiology; Genetics; Older Adults; Psychotherapy; Suicide; *Therapy

This booklet describes the symptoms, forms, causes, and treatment of depression, with particular focus on depression in children, adolescents, and older adults. Symptoms include: persistent sad or "empty" mood; feelings of hopelessness, guilt, or helplessness; loss of interest in ordinary activities; sleep disturbances; eating disturbances; thoughts of death or suicide; and restlessness and irritability. Among the disorders several forms are major clinical depression, dysthymia, bipolar depression (also called manic-depressive disorder), or a combination of disorders. Causes include genetic, biochemical, and environmental factors. Treatments include drug, psychosocial, and electroconvulsive therapy, and (still under study) experimental treatments. Childhood depression may go unrecognized when combined with other types of behavior such as hyperactivity or delinquency. Depression appears to be occurring more commonly among teenagers, whose symptoms are sometimes attributed to the "normal adjustments" of adolescence. Symptoms of depressed older adults are often misdiagnosed as senility or everyday problems of the aged. The depressed person can be helped by family and friends who maintain as normal a relationship as possible, point out distorted thinking without being critical or disapproving, acknowledge that the depressed individual is suffering and in pain, and express affection. Family and friends should not blame the depressed person for his or her condition or say or do anything to exacerbate a poor self-image. (CB)

ED 283 005 CE 047 442

Preparing Sandwiches. Learning Activity Pack and Instructor's Guide 5.4b. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-324-BK-85; IE-325-BK-85
PUB DATE- Jan 85
NOTE- 50p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- Florida; *Food Preparation; *Sandwiches

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with preparing sandwiches to order and in quantity. Illustrated information sheets and learning activities are provided in these areas: preparing sandwiches to order, preparing sandwiches in quantity, preparing eye-appealing sandwiches, and wrapping sandwiches. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

Customer Service/Customer Relations. Learning Activity Pack and Instructor's Guide 8.2. Commercial Foods and Culinary Arts Competency-Based Series. Section 8: Related Services.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-364-BK-85; IE-365-BK-85
PUB DATE- Jan 85
NOTE- 57p.; For other documents in this series, see CE 047 434-455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Dining Facilities; Food; *Food Service; *Foods Instruction; *Interpersonal Relationship; Learning Activities; *Occupational Home Economics; Secondary Education; *Waiters and Waitresses
IDENTIFIERS- *Customer Services; Florida

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with how to serve guests in a food establishment. Illustrated information sheets and learning activities are provided in these areas: greeting quests and initiating service, taking and placing orders, serving guests, and preparing and processing the check. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 046 CE 047 532

In the Year 2020. Secretary Speakout '87.
Professional Secretaries International, Kansas City, MO.
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Automation; Business Education; Business Skills; Educational Needs; *Futures (of Society); Microcomputers; *Office Management; Office Occupations Education; Organizational Communication; Personnel Management; *Secretaries; *Work Attitudes

In preparation for Secretary Speakout '87, a 50-statement questionnaire was sent to 2,000 randomly selected members of Professional Secretaries International, the National Association of Legal Secretaries, the National Association of Educational Office Personnel, and the National Association of Rehabilitation Secretaries. Respondents were asked to evaluate their perceptions of secretarial duties, office structure, company responsibilities, office environment, and status of the profession in the year 2020. Six hundred questionnaires were tabulated by computer and analyzed. Some of the results were as follows: (1) secretaries foresee themselves as managers of information with desktop publishing responsibilities and strong interpersonal skills; (2) many traditional secretarial duties will be performed by voice-activated computers; (3) secretaries think that employees will be trained by videotape, all secretaries will have personal computers, and dictation and transcription will be obsolete; (4) they disagree on whether offices will be paperless, whether teleconferencing and videoconferencing will replace face-to-face meetings, and whether secretaries will work at home; (5) respondents are divided on what they think the company should provide and what it will provide in such areas as day care, profit-sharing, and executive perquisites for secretaries; (6) secretaries think that problems with drugs, alcohol, and sexual harassment will still exist in the workplace and that automation would not be a panacea for productivity; and (7) professional status for the secretarial field is the top priority of two-thirds of the respondents, although less than half agree that a college education should be required for secretaries or that secretaries should be certified. (KC)

ED 283 059 CG 019 947

Oakley, Suzanne J.
A Short-Term Cognitive-Behavioral Approach to the Treatment of Bulimia.
PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Meeting on Anorexia and Bulimia (5th, New York, NY, November 8-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Bulimia; *Cognitive Restructuring; College Students; *Counseling Effectiveness; *Females; Higher Education; Intervention; *Self Esteem

Although long-term treatments have successfully reduced or eliminated the binging and purging of bulimia patients, there is a critical need for effective short-term treatments since many bulimics are college students who are not available for lengthy treatment. Seven female university students participated in an eight session individual cognitive-behavioral treatment designed to decrease the frequency of binge-purge episodes. The treatment focused on helping bulimics relax rigid controls over their eating and increase self-acceptance of their physical selves. Measures of restraint, body dissatisfaction, and frequency of binging and purging were employed to assess intervention effects. Repeated measures of these variables were taken and their course was plotted across the baseline, intervention, and one-month follow-up phases. At posttreatment there was a significant decrease in binging per week. By follow-up six subjects reported no binges. There was no statistically significant decrease in purging at either posttreatment or follow-up. At one-month follow-up, there was a significant decrease in restrained eating and body dissatisfaction. Intense concerns with weight, body shape, and dieting appear to persist after an improvement in frequency of binging and purging. At one-year follow-up, subjects continued to improve in eating behaviors and attitudes about weight and dieting: five subjects reported no binging for the month prior to the follow-up; none reported purging behavior. (Author/ABL)

ED 283 073 CG 019 962

Moore, Pamela S.; Lewis, Dorothy B., Ed.
Suicide. Useful Information on...
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-86-1489
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Death; *Depression (Psychology); *High Risk Persons; Identification; *Personality Traits; *Prevention; *Psychological Patterns; Psychotherapy; *Suicide; Theories

This booklet was written to provide information on suicide. It begins with a brief explanation of the role of suicide in history. A section describing those who commit suicide looks at various populations: elderly persons, children, adolescents and young adults, males, females, blacks, and persons of different marital status. The next section considers why people commit suicide. It distinguishes between suicide attempters and suicide completers and looks at the relationships between suicide and depression, hopelessness, alcoholism, and schizophrenia. Different theories of suicide are discussed and familial influences, biochemical clues, and other factors are considered. Warning signs of suicide are presented, including previous suicide attempts, talk about suicide, planning and making arrangements, personality or behavior changes, and clinical depression. Twelve suggestions are given to help readers prevent a suicide. Various treatments are discussed, including psychotherapy, drug therapy, hospitalization, and electroconvulsive therapy. Prevention efforts at the federal and state levels are identified, private and volunteer initiatives are described, ways of minimizing the means for self-destruction are discussed, and the role of suicide prevention centers and hotlines is explained. For further information, lists of organizations, readings, and places to find help are provided. (NB)

ED 283 087 CG 019 976

Eberly, Charles G.; And Others

Information Sources Used by High School Seniors.

PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Black Students; College Bound Students; *College Choice; College Freshmen; Counselor Role; Decision Making; Higher Education; High Schools; *Information Sources; Peer Influence; *Racial Differences; *School Counselors; *Sex Differences; White Students

College choice is a critical decision facing many high school students. Although some research has examined where students go for help in making college choices, few studies have examined how race or gender differences of the students or differences in their standardized test scores affect their information sources. Entering college freshmen (N=3,708) indicated which of nine information sources (college students, friends, high school counselor, college publication, family, alumni, high school teacher, newspaper, television) they used in selecting a college. Responses were analyzed separately for females and males, blacks and whites, in each of four American College Testing (ACT) score categories. The results indicated that, for both sexes, the most frequently identified resources were college students, friends, and high school counselors. The counselor was identified as a resource more often than were parents or high school teachers. Blacks were more likely than whites to use counselors and less likely to use their family for college information. Students with lower ACT scores were more likely to use counselors as information sources than were students with higher scores. Friends were also a more frequent information source for low ability tested students. These findings identify the high school counselor as a critical resource in the college selection process for minority and low ability tested students. (Author/NB)

ED 283 101 CG 019 990

Wisocki, Patricia A.
Worry as a Phenomenon Relevant to the Elderly.
PUB DATE- May 87
NOTE- 32p.; Paper presented at the Annual Association for Behavior Analysis Convention (13th, Nashville, TN, May 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Anxiety; *Health; *Older Adults; Sex Differences; *Stress Variables
IDENTIFIERS- *Worry

Given the facilitating conditions and the characteristic qualities of worry, the elderly seem to be particularly susceptible to the experience of worry. The Worry Scale was developed in response to the concerns expressed about life events measures and as an attempt to address the needs of elderly people directly. Older adults (N=94) from 11 senior center programs and meal-sites in New England completed the Worry Scale, a Background Information Questionnaire, a variation of the Multiple Affect Adjective Checklist, and the Symptoms Checklist (SCL-90). The results indicated that respondents were generally healthy and worry free. Their primary worries included concern over sensory and motor losses, failing memory, illness or accident occurring to close family members, relocation, loss of independence, getting depressed, and loss of family and friends. There were no significant sex differences in responses, nor differentiation by socioeconomic status or marital status on the Worry Scale. Only health worry scales correlated significantly with increased age. Total Worry Scale scores and each subscale score were significantly correlated with anxiety scale scores. Respondents who were high in worry scores were shown to be less healthy, more anxious, less vigorous, and less contented than were respondents who did not indicate a high worry scale. These data have implications for the ways the elderly cope with stressful items. (NB)

ED 283 115 CG 020 004

The Crack Cocaine Crisis. Joint Hearing before the Select Committee on Narcotics Abuse and Control, House of Representatives and the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session (July 15, 1986).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

REPORT NO.- SCNAC-99-2-15
PUB DATE- 87
NOTE- 255p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Abuse; Federal Regulation; *Government Role; Hearings; Illegal Drug Use; *Prevention; *Private Agencies; *Program Effectiveness; *State Action
IDENTIFIERS- Congress 99th; *Crack

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine what the federal government as well as local and state governments are doing and can do to respond to the growing problem of crack cocaine, and what prevention and treatment approaches are effective. Opening statements and/or prepared statements emphasizing the seriousness of the crack cocaine problem are included from Representatives George Miller, Charles Rangel, Benjamin Gilman, Dan Coats, Peter Rodino, Hamilton Fish, Walter Fauntroy, Michael Oxley, William Hughes, Mel Levine, Patricia Schroeder, and Lawrence Coughlin. Witnesses providing testimony include: (1) Kevin Grevey, former Washington Bullets Basketball Team player and president of Off Season, Incorporated; (2) William Scheu, player-coach, USA Legends Basketball Team and director, Youth Sports Drug Awareness Program; (3) Lee Ann Bonanno, a recovering crack user; (4) Janet Bonanno, Lee Ann's mother; (5) Jerome Jaffe, director, Addiction Research Center, National Institute on Drug Abuse; (6) David Westrate, Drug Enforcement Administration, United States Department of Justice; (7) Isaac Fullwood, Washington, DC Metropolitan Police Department; (8) Wilhelmina Holliday, New York City Police Department; (9) Joel Gilliam, Detroit Police Department, (10) Father Coleman Costello, Outreach Project, Rego Park, New York; (11) John French, New Jersey State Department of Health; and (12) Malcolm Lawrence, former Special Assistant for International Narcotics Matters, United States Department of State. (NB)

Wood, Nancy V.
Standardized Reading Tests and the Postsecondary Reading Curriculum.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Western College Reading and Learning Association (20th, Albuquerque, NM, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Comparative Testing; Educational Testing; Group Testing; Higher Education; *Predictive Measurement; Reading Ability; *Reading Diagnosis; Reading Instruction; Reading Research; Reading Skills; *Reading Tests; *Standardized Tests; *Testing Problems; Test Reviews; *Test Validity
IDENTIFIERS- Degrees of Reading Power; Descriptive Tests of Language Skills; Nelson Denny Reading Tests; New Jersey College Basic Skills Placement Test

To help college reading teachers develop an awareness of what standardized reading tests do and do not reveal about students' reading abilities, a study examined the testing of reading and criticized four major standardized tests. Results indicated that reading is tested through (1) reading passages accompanied by multiple choice questions, (2) cloze tests, (3) retelling a passage, (4) reading aloud, (5) reading and reasoning aloud, (6) informal reading inventories, (7) tests measuring the affective domain, and (8) vocabulary tests. Results also indicated that all of the four most popular standardized tests have problems. First, the multiple-choice Nelson Denny Reading Test measures reading comprehension, vocabulary development, and reading rate. Critics, however, say that the passages are too hard, time limits are unrealistic, and the test does not successfully predict academic success. Second, the Descriptive Test of Language Skills, Reading Comprehension Test is a timed multiple-choice test that includes scores for understanding main ideas, understanding direct statements, and drawing inferences. It is much easier than the Nelson Denny but ignores important academic skills. Third, the Degrees of Reading Power Test is untimed, uses the cloze technique, and reports scores in Degrees of Reading Power units instead of grade levels. Its main fault is that it tests the product of reading (comprehension) rather than the reading process. Fourth, the New Jersey College Basic Skills Placement Test, Reading Comprehension, is intended to test the skills necessary for college success, and is multiple choice and timed. Though comprehensive, it does not test sustained reading. The results suggest that no test adequately measures subtle reading skills in context, and thus they should only be used to measure gross reading ability. (SKC)

ED 283 142 CS 008 862

Orlando, Lynn S.; Lucas, L. Berkley
Workshop Proposal on the Strategies for the Development of Critical Thinking and Comprehension.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Meeting of the Conference on Critical Thinking (Newport News, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Critical Thinking; Elementary Education; Learning Strategies; *Reading Comprehension; *Teacher Workshops; *Teaching Methods
IDENTIFIERS- Direct Instruction; *Thinking Skills

Intended for use with elementary school reading and language arts teachers, this outline for inservice workshops in critical thinking organizes information on classroom strategies, curricula, and materials. Included are questionnaires, worksheets, and checklists on teaching the development of critical thinking and comprehension. The topics and activities covered include the following: (1) kinds of instructional materials; (2) components of direct instruction lessons; (3) a plan to involve teachers, staff and administrators in teaching thinking skills; (4) implementing various teaching strategies (direct instruction, modeling, questioning, discussion, guided practice); (5) identifying complex thinking processes, specific thinking skills, and objectives in specific subject and grade levels; (6) organizing lesson formats on focused thinking, integrated thinking, and learning-to-learn lessons; and (7) strategies for implementing learning and studying skills. The outline contains a single-page three-level reading study guide on "Goldilocks" and illustrated excerpts from other literature that provide specific material for practicing thinking skills. It concludes with short bibliographies of books intended to enrich language development, books coordinated with Maslow's Theory of Needs, and books and articles on critical thinking and reading comprehension. (JG)

ED 283 156 CS 210 524

Marra, James L.
Idea Generation Techniques for Sparking Creative Advertising Ideas.
PUB DATE- Aug 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Creativity; Education Work Relationship; Higher Education; Journalism Education; Mass Media; *Persuasive Discourse; *Skill Development; *Teaching Methods
IDENTIFIERS- Advertisements; *Advertising Copywriting; Audience Awareness; *Idea Generation

In advertising, a creative idea can be defined as being right or on strategy in a unique way. For a copywriter, it is not easy to create an ad that has the "Big Idea" in it. Some helpful techniques that advertising students can use to generate creative ideas are (1) analogy, (2) forced relationships, (3) doing the opposite of what everyone else is doing, and (4) closure. Sense analogy was used in David Ogilvy's famous headline for Rolls Royce: "At 60 miles an hour the only sound you hear is the ticking of the clock." The comparison is with total silence. Forced relationships are similar to analogies but more contrived. An example of this technique is the Voit ad in which sporting goods equipment is shaped in the form of a Christmas tree. Doing the opposite can mean the opposite of what the competition is doing, the opposite of what is normally found in that particular medium, or even the opposite of what the audience is likely to expect. Closure is designed to involve audience members in an ad by having them complete and fill in various words or pictures. In a classic Volkswagen ad, verbal closure is used because a dependent clause, "or buy a Volkswagen," demands partnership with an independent clause. A common thread in these ads is their tendency to convey a single, meaningful idea instantly and with creative impact. The techniques exemplified in the ads are in everyday use by creative minds in advertising, and can be equally helpful for advertising students. (NKA)

ED 283 170 CS 210 588

Olds, Barbara M.
Technical Writing across the Curriculum: Epics.

PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; *Course Content; Educational Innovation; *Engineering Education; Higher Education; Program Content; *Program Development; Program Guides; *Technical Writing; *Writing Instruction

Noting that technically competent graduates of professional school need additional skills to function effectively in an increasingly complex and global society, this paper describes an innovative program in technical writing developed for undergraduate engineering students at the Colorado School of Mines. The paper first provides background information and a rationale for the implementation of the EPICS (Engineering Practices Introductory Course Sequence) program. A figure illustrating the content of all four semesters of the course sequence is included. The paper then presents a detailed description of the makeup and activities of the introductory first semester course, EP 101. Next, the paper supplies a brief overview of all the tracks--mapping, graphics, computing, and projects/communications--that comprise the course sequence, followed by a model for and discussion of a decision-making design method, particularly applicable to engineering students, used in EP 101. Activities undertaken in the second semester of the course (EP 102) are then described. The remainder of the paper deals with the third semester (EP 201) computing and graphics integration, as well as with diverse projects that make up the work of the fourth semester (EP 202). The paper concludes by addressing the areas in the EPICS program that could be improved. (NKA)

Kanso, Ali
The Impact of Culture on International Advertising Campaigns: A Managerial Perspective.
PUB DATE- Aug 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Part of a doctoral dissertation, Ohio University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Advertising; *Cultural Awareness; *Cultural Context; Cultural Differences; Cultural Influences; *Foreign Countries; Mass Media; Media Research; *Persuasive Discourse
IDENTIFIERS- Advertising Agencies; *Advertising Effectiveness; *International Communication; Multinational Corporations

A study investigated advertising executives' perceptions of the importance of culture in international advertising, as well as advertising message approaches used by international corporations. It was hypothesized that more nonculturally oriented managers would agree to the use of the same creative strategies to advertise in both domestic and foreign markets than would culturally oriented managers. The sample consisted of 118 firms from the 1985 Fortune magazine directory of the 500 largest industrial companies; of these, 96 international advertising managers whose companies' business networks represented 120 countries, completed a mailed questionnaire. The hypothesis was supported. Results indicated that managers generally perceive culture to be somewhat important in international advertising campaign. These executives placed more importance on language, aesthetics, and values than they did on other cultural variables, such as economics, kinship, technology, social structure, religion, attitudes, and literacy. Findings also indicated that two groups of advertising managers emerged from the analysis of data: culturally oriented managers and nonculturally oriented managers. In designing messages for foreign markets, culturally oriented managers emphasize the use of diverse frames of reference through the use of varied message content, layout, symbols, appeals, and themes, as opposed to managers who use the same message elements regardless of any particular country or situation. Findings indicated that about 75% of the firms followed a localized approach in their international advertising campaigns, and that the use of a standardized approach seems to be decreasing. (Tables of data are included and a brief questionnaire sample is appended.) (NKA)

ED 283 237 EA 019 406

Stephens, E. Robert
Improving the Effectiveness of School-Based Administration in Maryland.
Maryland Commission on School-Based Administration, Baltimore.
PUB DATE- Feb 87
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; Administrator Evaluation; *Administrator Role; Administrator Selection; Certification; Elementary Secondary Education; Instructional Leadership; *Principals; Professional Development; *School Administration; School Based Management
IDENTIFIERS- *Administrator Effectiveness; *Maryland

The Commission on School-Based Administration appointed in Maryland in 1985 examined six factors bearing on the effectiveness of the principalship: (1) the role and function of the principal, (2) preparation programs, (3) certification requirements, (4) selection practices, (5) professional development practices, and (6) evaluation practices. This booklet presents the commission's report. The first of the booklet's eight sections introduces the report, describing the charge to the commission, the commission's organization of its task, and the organization of the report. The second section reviews the role and function of the principalship; the commission used its recommendations on this topic as the guiding rationale for its deliberations in the remaining topic areas. Sections 3 through 7 are devoted to the five remaining topics listed above. Each of these sections introduces its topic, establishes the relationship between its topic and the topics of other sections, lists the major issues considered, briefly describes existing practices, and states the commission's recommendations and their administrative and fiscal implications. Section 8 summarizes the 48 recommendations, indicating whether program, regulatory, or financial solutions are indicated. The report also includes a letter of transmittal, acknowledgments, a list of commission members, and an executive summary, as well as supporting figures and tables. (PGD)

ED 283 250 EA 019 469

Tradition and Turmoil in Educational Administration. Study Guide 1.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0197-0
PUB DATE- 85
NOTE- 69p.; One of three study guides (see EA 019 469-471) prepared as course material for "Introduction to Educational Administration" (Course EED-431).
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Victoria 3217, Australia ($8.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Educational Administration; Educational Philosophy; *Educational Theories; Educational Trends; Foreign Countries; Futures (of Society); Higher Education; Holistic Approach; Organizational Theories; Textbook Content; Textbooks; Theory Practice Relationship
IDENTIFIERS- Australia

This book is the first in a set of three study guides designed to help students of educational administration critically analyze contemporary theory in the field, examine the field from a new viewpoint, and develop their own, more practical knowledge base. The first of this volume's two sections, by W. John Smyth, focuses upon the traditional or positivistic approach to the study of educational administration and guides the student through a reading of "Educational Administration: Theory, Research and Practice," a textbook by W. Hoy and C. Miskel identified as typical of the traditional approach. Particular attention is devoted to the book's emphasis on scientific research and theory as the necessary basis of knowledge, to the exclusion of practice and values. The second section, by Laurie Rattray-Wood and June Parrott, argues that the disintegrating consensus of traditional views about the theory of educational administration is leading to the adoption of a revised approach in which the real substance of educational administration includes determination of values, evaluation of ideas, and negotiation of ideas through discourse. Crisis theory is discussed, including its application to the social context of education. The impact of technology, the mass media, and new concepts of work are also reviewed, and future issues and problems are anticipated. Articles from the literature are reproduced for consideration, readings and activities are recommended, and over 75 relevant references are cited. (PGD)

ED 283 289 EA 019 515

Charters, W. W., Jr.
A Detailed Summary of the Oregon and Stanford Studies of
Team-Organized Elementary Schools, circa 1970. Project MITT.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Aug 73
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Instructional Innovation; Instructional Leadership; Interviews; *Job Satisfaction; *Multiunit Schools; *Open Education; Participative Decision Making; Professional Autonomy; Questionnaires; Research and Development Centers; Research Utilization; School Organization; *Teacher Influence; *Team Teaching
IDENTIFIERS- *Collegial Teams

This report summarizes two studies conducted during the late 1960s on effects of team instructional organization upon elementary teachers' decision-making influence in educational affairs and their job satisfaction. The first study, by University of Oregon researchers, compared interview and questionnaire data from Wisconsin teachers in four multiunit schools with teachers in conventionally organized schools. Two questions were asked of the teachers: (1) Which persons, both within and outside your school, do you depend upon most heavily in order to perform your job effectively? and (2) Which persons, listed above, hold jobs so closely related to yours that the two jobs must be performed collaboratively? The main finding was the emergence of interdependence relationships in the multiunit schools, particularly among classroom teachers. The few ties that existed in conventional schools were almost exclusively between individual teachers and the principal. A Stanford group, using variables similar to the previous study, administered questionnaires to elementary teachers in eight open and in seven self-contained schools in northern California to index the chain of variable relationships. Three related variables are higher in open schools: group task-related interaction, group influence on school affairs, and teacher autonomy. The greater satisfaction found in open schools occurs among experienced teachers. This document suggests that instructional team reorganization creates bodies influencing issues normally of administrative concern and enhances teacher autonomy; job satisfaction increases primarily among emergent leadership positions. Questions remain about the importance of instructional interdependence and small-scale decision making. Tables of data appear throughout the report; 14 references are appended. (CJH)

ED 283 344 EC 192 773

Hawkins, Augustus F.
Gifted and Talented Children and Youth Education Act of 1986. Report To Accompany H.R. 3263 from the Committee on Education and Labor U.S. House of Representatives, Ninety-Ninth Congress, Second Session. Committed to the Committee of the Whole House on the State of the Union Including Cost Estimate of the Congressional Budget.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- House-R-99-705
PUB DATE- 23 Jul 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Federal Programs; *Gifted; Government Role; Private Schools; Public Education; Research and Development Centers; Student Needs
IDENTIFIERS- Congress 99th; Proposed Legislation

This report was submitted to recommend the passage of H.R. 3263, the Gifted and Talented Children and Youth Education Act of 1986, as amended. The concern of the bill was the establishment of a federal program to strengthen and improve the capability of state and local education agencies and private nonprofit schools to identify gifted and talented children and youth and to provide those individuals with appropriate educational opportunities. This "capacity building" effort would be accomplished by stimulating research, training personnel to serve gifted students, demonstrating effective techniques, and providing a national focal point for information and technical assistance. Need was seen for the legislation through an examination of the requirements and problems of gifted students, the inadequacy of existing programs, and the languishing federal role. An explanation of the bill includes its authorization and purpose; a definition of the population to be served; sections on the selection of grantees, authorized activities and private school participation; and requirements for the establishment of a National Center for Research and Development in the Education of Gifted and Talented Children and Youth, the appointment of an advisory committee, and a federal administration unit within the Department of Education. A

cost estimate is presented. It includes an explanation of the basis of estimate and states that the inflationary impact is expected to be minimal. A section-by-section analysis of the bill concludes the report. (CB)

ED 282 977 CE 046 395

Luke, Robert A.
Thinking Back--Looking Forward.
PUB DATE- 1 Sep 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Adult Education; *Educational History; Educational Philosophy; *Mergers; *National Organizations; Nonprofit Organizations; Organizational Change; Organizational Climate; Organizational Effectiveness; Postsecondary Education; *Professional Associations
IDENTIFIERS- *American Association for Adult Education; *National Education Association

This paper traces the history of adult education through some 50 years. The study includes the early turn-of-the-century beginnings of adult education efforts, such as immigrant schools. However, it primarily traces the emergence and growth of the American Association for Adult Education (AAAE), the parallel and intertwining history of the Adult Education Department of the National Education Association, and their eventual merger. Also discussed is the National Association for Public Continuing and Adult Education (NAPCAE) and its eventual merger with the Adult Education Association to form the American Association for Adult and Continuing Education. Some insights are offered into the purposes of adult education and its associations, some ideas as to how the organizations can serve their members better, and some hopes for the future. (KC)

ED 283 197 CS 210 631

Freedman, Aviva
Dimensions of the Composing Process.
PUB DATE- Mar 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Content Area Writing; Heuristics; Higher Education; *Prewriting; Problem Solving; *Writing Difficulties; *Writing Processes; Writing Research; *Writing Skills

As a by-product of a study concerning how university level writers develop new genres of discourse, a study was undertaken to examine what factors or dimensions affect the composing process of university writers. Six undergraduate students at Carleton University in Ottawa participated, making available to researchers information about how they organized information in general, how they organized information from their classes, and how they went about writing papers for law classes as opposed to other classes. Data were gathered from papers the students had written, notes they had taken, and one to two hour personal interviews each week. Results suggested that students varied widely in their approach to digesting information and producing written work, from holding long open ended conversations with one another, to "brooding" about the material alone before writing about it. Students ranged from those who were largely structure oriented but tended to produce simplistic, inadequate papers, and those who were less structured, more "texture" oriented, and who tended to use writing conversation heuristically, but had difficulty producing written work and became frequently blocked in their writing. (JC)

Whitehead, Sandra
Arab Portrayals in U.S. and British News Magazines: A Comparative Analysis.
PUB DATE- Aug 87
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabs; Comparative Analysis; Content Analysis; Cross Cultural Studies; *Cultural Context; *Cultural Images; Economic Factors; Ethnic Stereotypes; Foreign Countries; Ideology; International Relations; Mass Media; *Mass Media Effects; Media Research; *Periodicals; Political Attitudes; Press Opinion
IDENTIFIERS- Economist (The); Great Britain; Israel; *Media Bias; Media Role; *Newsmagazines; Time Magazine; United States

A study examined the influence of national political and economic interests, culture, and history on the portrayal of Arabs in two weekly news magazines. Sample articles from the American weekly "Time" magazine and the British weekly "The Economist" were examined for coverage of the October 1973 Arab-Israeli war and the June 1982 Israeli invasion of Lebanon. The comparative content analysis consisted of (1) an examination of portrayals of Arabs in British and American news magazines, (2) an examination of the cultural-political-economic bases of these portrayals, and (3) a search for evidence of ideological links between these bases and the media's portrayal of Arabs. The Arab characterizations were examined across four major categories: Arab referents, general source of attribution, nationality of source, and favorable/unfavorable direction. The Arab characterizations in each country's magazine were expected to be distinctive to the extent that they were affected by the cultural-political-economic situations out of which they arose and to the extent that the cultures and interests of the nations differ. Results showed a more

diversified portrayal of Arabs in "The Economist" in 1973 than in 1982; however, more diversity had been expected in the British magazine than actually existed. Indications were found of ideological links between cultural-political-economic factors of the two nations and the portrayal of Arabs in their media. The British historical role as a colonizer, as well as American and British dependency on Arab oil appeared to have influenced the Arab portrayals. (Tables of data and 54 footnotes are appended.) (Author/NKA)

ED 283 301 EA 019 533

Earthman, Glen I.
Research Needs in the Field of Educational Facility Planning.
PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the EDUSYSTEMS 2000 International Congress on Educational Facilities, Values, and Contents (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Educational Environment; *Educational Facilities Design; Research Design; Research Methodology; *Research Needs; *School Buildings; *Student Attitudes; *Student Behavior; Student Reaction; Teacher Attitudes; Teacher Behavior

Although the physical environment of schools seems to affect the attitude and behavior of students and teachers, there is little scientific proof to support this belief. Two substantial studies have attempted to synthesize available research on the topic. First, an effort by Carol Weinstein has gathered significant data concerning spatial behavior and the effect of student density on student attitudes, yet no consistent evidence existed regarding the impact of the environment on student achievement. In a second study by Carroll McGuffey, the only conclusive research involved the relationship of crowding, the age of the school building, and the visual, acoustical, and thermal environment to student behavior and learning activities. Foreknowledge of the effect of the environment on individuals is possible through the research of certain variables, but the deficiency of research renders generalization difficult. Consequently, more research must be done; more research must be synthesized; special designs should be developed to produce useful results; variables should be controlled and isolated; and limits on the comparison of studies should be compensated. A more quantitative strategy to synthesize research results is meta-analysis. The concentration of this technique on individual variables allows researchers to address areas needing further research. Included are seven references. (RG)

ED 283 315 EC 192 744

The Status of Handicapped Children in Head Start Programs: Thirteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

PUB DATE- 86
NOTE- 42p.; For Twelfth Annual Report see, ED 268 750.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Incidence; Intervention; *Preschool Education; Referral; Speech Handicaps; Statistical Data; Student Personnel Services
IDENTIFIERS- *Early Intervention; *Project Head Start

The report provides data on services to handicapped children within the Head Start program during the school year 1984-85. Highlights include the following: the number of handicapped children served by Head Start increased by 2,563 from the previous year to 61,898; children professionally diagnosed as handicapped accounted for 12.2% of total enrollment; in all states but Alaska at least 10% of Head Start enrollees were handicapped; the distribution of the four most frequent handicapping conditions included 61.9% speech impaired, 11.1% health impaired, 6.2% learning disabled and 5.4% physically handicapped; in 1985, 18.1% of the handicapped children had multiple handicapping conditions; some 19.7% required almost constant special education or related services; at least one handicapped child was enrolled in 98.3% of all Head Start programs; half the programs reported they were not able to enroll a total of 5,971 handicapped children most often because these children failed to match the age requirements; other agencies or individuals referred 44.9% of the children to Head Start; other agencies provided special education or related services to 67.9% of the handicapped children; and written or informal agreements with local education or other agencies existed in 95.7% of the programs. (DB)

ED 283 330 EC 192 759

Hazekamp, Jack; Lundin, Janet, Ed.
Program Guidelines for Visually Impaired Individuals.
California State Dept. of Education, Sacramento.
PUB DATE- 86
NOTE- 90p.; For related documents, see EC 192 760-762.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00, California residents add state tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Administrative Organization; Blindness; Cost Effectiveness; *Educational Needs; Elementary Secondary Education; Partial Vision; *Program Development; Program Evaluation; *State Standards; *Student Evaluation; *Visual Impairments
IDENTIFIERS- *California

These California state guidelines are intended as a resource for parents, staff, and administrators in assessing, identifying, planning, providing, evaluating, and improving the quality and cost effectiveness of programs serving visually impaired students. Chapters have the following titles and sample subtopics: (1) "Introduction" (purpose, scope, and use of the guidelines); (2) "Identifying the Unique Educational Needs Related to a Visual Impairment" (communication and social/emotional needs, daily living skills, career and vocational needs); (3) "Assessing Unique Educational Needs" (eligibility for special education, identification of visually impaired students, assessment personnel, variables affecting educational needs); (4) "Planning and Providing Instruction and Services" (concept development and academic needs, orientation and mobility instruction, daily living skills instruction, materials and equipment, roles and responsibilities of key individuals); and (5) "Organizing and Supporting Instruction and Services" (administrative roles and responsibilities, placement in the least restrictive environment, staff and supervision). Seven appendices with information on assessing vision, the California School for the Blind, state hospital programs, sources of funding, legal requirements, and technical assistance, as well as a glossary, complete the guide. (DB)

ED 282 991 CE 047 423

Douglass, Rebecca S.
The 1984 V-TECS Organizational Structure and Membership Options Study.
East Central Network for Curriculum Coordination. Springfield, IL.
PUB DATE- Jun 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Competency Based Education; *Consortia; Coordination; *Curriculum Development; Educational Cooperation; *Group Membership; Institutional Cooperation; *Models; Postsecondary Education; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Vocational Technical Education Consortium States

A study was conducted to define a set of alternative organizational models to help overcome current obstacles to Vocational-Technical Education Consortium of States (V-TECS) membership and set the stage for maximum utilization of the cost efficiencies and program improvement benefits of collaborative curriculum development. The methodology included examination of the current situation of consortium characteristics, organizational structures, and membership. Membership patterns and organizational changes of vocational consortia were studied and interviews were conducted with consortia directors. A set of organizational models was derived from the literature. V-TECS was examined from an historical perspective and detailed in the context of other consortium models. Seven alternative models of membership were extrapolated from the 16 possible alternatives. Each was examined in terms of a rationale for the model, results of implementation, costs and resulting products if the plan were implemented with the current categorical number of states, and a comparison of the proposed plan outcomes with the current outcomes. (Charts of alternatives are provided.) One model was recommended as meeting minimum criteria and deviating least from the current model. (Consortium abstracts and comparison charts are appended.) (YLB)

Lah, David; And Others
Youth Corps Profiles: The Young Adult Conservation Corps. The Wisconsin Conservation Corps. The Michigan Civilian Conservation Corps. The Texas Conservation Corps.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Dec 86
NOTE- 150p.; For related documents, see CE 047 498 and CE 047 502-508.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Conservation (Environment); *Conservation Education; Demonstration Programs; Federal Programs; *Outcomes of Education; Postsecondary Education; *Program Content; Program Costs; *Program Effectiveness; State Programs; Student Characteristics; *Youth Employment; *Youth Programs
IDENTIFIERS- Michigan; Texas; Wisconsin; Young Adult Conservation Corps; *Youth Conservation Corps

The Young Adult Conservation Corps (YACC) was one of two federally funded youth conservation corps programs that existed prior to 1981. The other program, the Youth Conservation Corps, was a summer program, whereas the YACC operated on a year-round basis. In operation between 1977 and 1982, the YACC received funds of approximately $232 million each year, and at its peak it maintained roughly 25,000 slots for youths between the ages of 16 and 23. The program was open to youths from all educational and economic backgrounds and was intended primarily to complete backlogs of high-priority work that had been identified by state and federal natural resource departments. Although the YACC was not renewed under the Reagan administration, it left a legacy of experienced youth corps advocates and program operators and a number of state programs patterned after its model. The other three programs profiled in this report--the Wisconsin, Michigan, and Texas youth conservation corps programs--all derive from the YACC model filtered through the experiences of the California Conservation Corps. There are, however, some major differences between the three programs with respect to goals, targeting, administration, funding, private sector participation, nature of sites and enrollment, youth development, and job placements. (MN)

ED 283 210 CS 210 657

Gallagher, Brian
Film Study in the English Language Arts: Technology and the Future of Pedagogy.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *English Instruction; Film Libraries; *Film Study; Instructional Innovation; Interactive Video; Interdisciplinary Approach; *Language Arts; *Technological Advancement; Videotape Recorders; Visual Literacy; *Writing Instruction
IDENTIFIERS- *Video Technology; Writing Style

It is safe to assume that by the end of the decade the videocassette recorder (VCR) will be the only piece of educational technology available to virtually all students both in and out of school. Given that working out the pedagogical consequences of VCR technology will be the most important media-related task of the next few years, the following predictions on the interrelated development of film technology and film study in the English language arts can be made: (1) the new video technology, because it permits and so encourages a concentration on the "micro-skills" of visual analysis, will bring the study of film and of literature closer together; (2) visual literacy and language literacy will increasingly reflect each other and so continue to provide a fruitful instructional way of moving from seeing/interpreting to learning/practicing the act of writing; (3) the microcomputer will become an intermediary between visual and written texts, and so help foster the connections between film and written language; (4) laser disk technology will, to some extent, supplant videocassette technology in the classroom; (5) the new technology will, in many manifestations, imitate its predecessors' forms, whether efficiently or not; and (6) a new kind of hybrid text written and graphic, and perhaps even spoken, may come to replace, in part, the kind of traditional expository essay now required of writing students. (NKA)

ED 283 263 EA 019 483

Angus, Lawrence
Schooling, the School Effectiveness Movement, and Educational Reform.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0375-2
PUB DATE- 86
NOTE- 103p.; Prepared as course material for "Management of Resources in Schools" (Course EED-433).
AVAILABLE FROM- Publication Sales, Deakin University Press, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Administration; *Educational Change; *Educational Resources; Educational Sociology; Elementary Secondary Education; Equal Education; Foreign Countries; Organizational Theories; Political Issues; *School Effectiveness; Social Responsibility; Social Values
IDENTIFIERS- *Australia

The widely accepted notion that the management of resources in schools involves merely strategic decisions about the deployment of finances, staff, and materials must be contested. The school effectiveness movement ignores the social and political context of schools and, through emphasis upon superficial managerial matters, teaches pupils to strive for success within the status quo and to accept their positions if they fail. After an introduction, this essay examines Australian education at midcentury, the study of organization and schools, the school effectiveness movement, educational gains worth protecting and extending, and social responsibility in schools. A conclusion and 98 references are included in the essay. Four readings complete the monograph, including (1) "Education and Change in South Australia" (Malcolm Skilbeck); (2) "High School Reform: A Critique and a Broader Construct of Social Reality" (C. C. Yeakey and G. S. Johnston); (3) "Rethinking the Language of Schooling" (Henry A. Giroux); and (4) "Class, Ideology, and the Basic Skills Movement: A Study in the Sociology of Educational Reform" (H. Svi Shapiro). Each chapter provides relevant notes and references. An annotated bibliography and information about the author are included. (WTH)

ED 283 276 EA 019 498

Harris, Ben M.
Developmental Teacher Evaluation.
REPORT NO.- ISBN-0-205-08667-5
PUB DATE- 86
NOTE- 308p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H86671; $34.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Formative Evaluation; Program Implementation; Summative Evaluation; Systems Approach; *Teacher Evaluation
IDENTIFIERS- *Developmental Teacher Evaluation Kit

This book proposes treating teacher evaluation as a set of processes aimed primarily at helping teachers develop professionally. The book opens with a review of current practices and problems in evaluation, then outlines basic theoretical concepts and describes some operational models. The Developmental Teacher Evaluation Kit (DeTEK) is introduced as a primary, practical example of a system exhibiting recommended features. The book then turns to specific, practical matters: selecting appropriate evaluation criteria, establishing performance specifications, and selecting, adapting, and designing materials for data gathering and analysis. Techniques for classroom observation, for analyzing findings and formulating diagnoses, and for collaborating with teachers to undertake improvement efforts are discussed next. The book's final topics are, first, the use of evaluations in employment and compensation decisions and, second, the organizational, staffing, and training needs related to system implementation. Each of the book's 11 chapters includes an introduction, summary, and annotated bibliography of study sources. Appendices provide guidelines for good evaluative practice, the DeTEK criteria list, illustrations of evaluation instruments, and materials on DeTEK training procedures. A bibliography of over 250 items and an index are also provided. (PGD)

ED 282 978 CE 047 213

Long, Gilbert A.
Problem Solving.
PUB DATE- 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; Brainstorming; Conflict Resolution; Decision Making; *Decision Making Skills; Postsecondar
Education; *Problem Solving; Productive Thinking; Secondary Education; *Transfer of Training; *Vocational Education

Teachers of vocational agriculture students should focus on developing problem-solving and decision-making capacities, rather than on rote learning. Such preparation would include instruction in transferring lessons learned to today's and tomorrow's problems. Several factors are involved in facilitating transfer: experiential learning, adequacy of original learning, association of two learnings, and identification of essential elements of past and present situations. The four elements that promote transfer need to be recognized by teachers and deliberately cued in their students to increase the probability of transfer. To help students achieve skill in identifying critical and unvarying elements, teachers need to include in their teaching categorization, identification of critical attributes, predifferentiation skills, and generalizations. Teachers also need to foster creative thinking. Processes that enhance creative thinking can be facilitated by deferring judgment while solutions are offered, setting deadlines and quotas for the production of ideas, and establishing certain times and places for deliberate idea production. Finally, students must learn to solve problems in groups. They need to be taught that learning groups go through identifiable stages that require the leader to accept differing opinions and ideas and negotiate those differences. Transfer, creative thinking, problem solving, and productive membership in cooperative learning groups are important concerns for those who are preparing tomorrow's workers. (KC)

ED 283 047 CE 047 533

Zambon, Franco

A Comparison of Pre-Test Means from Oil Field Workers Having Available Manuals and Those Lacking Manuals before Announced Training.

PUB DATE- 6 Jun 87
NOTE- 41p.; Practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; Adult Students; Comparative Analysis; *Independent Study; Petroleum Industry; Postsecondary Education; Pretesting; Safety Education; Student Characteristics; *Study Guides; *Study Habits; *Training Methods
IDENTIFIERS- *Offshore Drilling

A study assessed the validity of the hypothesis that offshore drilling personnel would independently study important material if they knew that they would eventually receive formal training on the topic covered in the material. Eighty-one crew members on an offshore drilling rig were randomly divided into experimental and control groups. Those in the experimental group were given safety training manuals when assigned to the rig and were informed that they would eventually receive safety training. The members of the control group were not given copies of the manual that would eventually be used in the training. After a two-month waiting period, both groups were given safety training. Data from a training program pretest indicated that there were no significant differences in the mean ages or grade levels of the members of each group. There was, however, a significant difference in the mean pretest scores of the two groups. The control group mean score was 23.30952, whereas that of the experimental group was 30.5, which indicated that the practice of providing training manuals before providing scheduled training programs has measurable benefits and should thus be adopted. (MN)

ED 283 060 CG 019 948

Testa, Maria; Major, Brenda

Social Comparison of Wages: Impact on Satisfaction and Fairness Judgments.

PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Comparable Worth; *Employed Women; *Employee Attitudes; Higher Education; Job Satisfaction; *Salary Wage Differentials; *Self Evaluation (Individuals); *Sex Differences
IDENTIFIERS- *Social Comparison

Although women are consistently underpaid relative to men working in comparable jobs, women generally do not consider themselves unfairly paid. Recent work on social comparison of pay outcomes has shown that people prefer to compare themselves with others who are similar to themselves on dimensions such as job and sex. Equity theory would suggest that, to the extent that women compare their pay with that of women or same-job others, they should feel relatively satisfied with their pay. To examine this issue, 21 male and 28 female college students were assigned to work on one of two identical jobs and were paid a fixed amount for their work. Pay standards were manipulated so that in one job comparison men were paid higher than women while in the other job comparison women were paid more than men. Subjects saw the wage paid to a person they had chosen as a comparison other and then indicated how satisfied they were with their own pay. The results showed that both men and women preferred to make same-job/same-sex pay comparisons. Subjects who had acquired comparison information indicating that others had been paid a lower wage felt entitled to less money and were more satisfied with their pay than were subjects who had learned that others received a higher wage. Women are likely to remain blind to their inequitable wages as long as they continue to make sex-based wage comparisons. (NB)

ED 283 074 CG 019 963

Schiano, Diane J.; And Others
Qualitative Differences in Real-Time Solution of Standardized Figural Analogies.

PUB DATE- 86
NOTE- 6p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 17-20, 1986). For related document, see CG 019 964.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; *Convergent Thinking; *Eye Fixations; Eye Movements; Higher Education; *Problem Solving; *Response Style (Tests); *Test Wiseness
IDENTIFIERS- Cognitive Abilities Test; *Figural Analogies

Performance on standardized figural analogy tests is considered highly predictive of academic success. While information-processing models of analogy solution attribute performance differences to quantitative differences in processing parameters, the problem-solving literature suggests that qualitative differences in problem representation and solution strategies may critically determine individual differences in performance. A study was conducted assessing eye movement patterns of high and low scorers on a figural analogy test during analogy solution to investigate strategic differences. Six of the highest and lowest scorers on one adult-level Cognitive Abilities Test (CAT) figural analogy subtest each solved 50 problems from two other CAT subtests shown on slides. A computer-based eye view monitor system was used to determine eye position. Data were summarized in terms of the number and duration of fixations made within the problem stem, answer alternatives, and between the problem stem and answer alternatives. The general pattern of results is consistent with the view that high scorers use a constructive strategy while lower scorers use an eliminative approach. High scorers appear to represent and solve problems in a qualitatively different way than do low scorers. This difference bears some resemblance to expert/novice differences in problem solving. (NB)

Lee, Courtland C.; And Others

Predicting the Career Choice Attitudes of High School Students with Interest and Ability in Science and Mathematics.

PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Career Choice; *Career Development; High Schools; High School Students; Mathematics; Mentors; Parent Influence; *Predictor Variables; *Science Interests; Self Esteem; Socioeconomic Status; Student Attitudes; Student Interests; Technology
IDENTIFIERS- Mathematical Ability; *Mathematics Interests; Science Ability

Recent developments in science and technology challenge educators to develop career education approaches that promote interest in scientific and technological career options among students. One way to meet this challenge is for educators to understand variables that may influence the career development of students with focused or developed interest and ability in science and mathematics. This study was conducted to investigate the relationship among selected psychosocial variables and attitudes toward career choice processes of high school students with interest and ability in science and mathematics. The study tested the unique contributions of socioeconomic status, self-esteem, parental influence, and the influence of significant people outside of home and family in predicting the maturity of career choice attitudes of 147 high school students participating in a summer science and engineering apprentice program. Subjects completed the Rosenberg Scale to measure self-esteem, the Career Maturity Inventory, and a student data form. A stepwise regression analysis was used to examine the relationship of the independent variables to the dependent variable of career maturity. The results of the analysis revealed that the independent variables of self-esteem, parental influence, socioeconomic status, and mentor influence had significant relationships with career maturity. Implications of the findings for educators are discussed. A 19-item reference list and three tables are included. (Author/NB)

ED 283 102 CG 019 991

Montgomery, Robert L.; And Others

The Revised Self-Monitoring Scale and Social Skills.

PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Interpersonal Competence; Interpersonal Relationship; *Personality Traits; *Social Behavior; Social Support Groups; *Test Validity
IDENTIFIERS- *Self Monitoring; *Self Monitoring Scale

High scorers on the Self-Monitoring Scale (S-M) typically monitor and control the self-images they project when engaged in social interactions. They are believed to be confident, sociable, and competent in social interactions. The original S-M scale was administered to 101 undergraduate students who also took the revised Self-Monitoring Scales (R/SM), the California Psychological Inventory (CPI), the Social Avoidance and Distress (SAD) scale and the Psychosocial Support Inventory (PSI). The results were consistent with the view that high scorers on the S-M were confident, sociable, and competent in social interactions. Results from the Other Directed subscale derived from the S-M, however, were not consistent with that view. Overall, the results suggest that the R/SM is an improvement over the original S-M scale. Although the results, in general, were consistent with self-monitoring predictions, many criticisms of the S-M scale voiced by Briggs and Cheek (1986) appear to be valid. In addition, the results for the CPI Self-Control scale were not consistent with Snyder's (1987) report that low self-monitors are better suited than high self-monitors to a single, close, and intimate relationship. (Author/NB)

ED 283 129 CS 008 842

Sledge, Andrea Celine
Mother Infant Literacy Knowledge.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Reading Programs; Childhood Needs; Child Rearing; Correctional Education; Early Reading; *Family Environment; Infants; *Mother Attitudes; *Parent Child Relationship; *Parent Education; *Parent Influence; Parent Role; *Reading Aloud to Others; Reading Research; *Story Reading
IDENTIFIERS- Mother Infant Literary Knowledge Program

Based upon the Mother-Infant Literacy Knowledge (MILK) program--in which imprisoned mothers are allowed to care for their children until they are one year old--a study investigated how placing parents in a print rich environment affects parental ability to provide their children with book oriented experiences. The study was conducted in a self-contained nursery section of the Bedford Hills Correctional Facility, New York's maximum security prison for women. The mothers, 17 women with an average education of eleventh grade, attended six one-hour classes on how and why to provide a print rich environment for their children, featuring videotapes, supportive books and modeling activities. After the classes ended, mothers were interviewed monthly about their literacy behaviors, and were given a book after each interview. Mothers shared books regularly with their children as part of the program, and also obtained books to read independently of the study. Both mothers and children clearly enjoyed book sharing, and mothers continued the reading activities once they returned to their communities. As a result of the program the mothers gained knowledge concerning (1) their responsibility for developing literacy in their children, (2) their ability to mediate positive change, (3) the value of literacy, (4) their own literacy skills, and (5) the improvement of reading skills. The children learned that mothers nurture the mind as well as the body, that books can be owned, and that literacy development experiences are positive. (Summaries of interviews with mothers are included.) (SKC)

ED 282 992 CE 047 424

Curriculum Terminology.

East Central Network for Curriculum Coordination. Springfield, IL.

PUB DATE- Apr 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Curriculum; *Curriculum Development; Definitions; Job Analysis; Job Skills; Learning Modules; *Vocabulary; *Vocational Education
IDENTIFIERS- Vocational Technical Education Consortium States

This matrix and these word lists are intended for use as a practical working tool in the area of competency-based curriculum. In the curriculum terminology matrix, inclusions are primarily concepts critical to curriculum development. The matrix indicates whether terms are found in word lists for Pennsylvania, Delaware, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Virginia, Washington, D.C., West Virginia, Wisconsin, Open Entries, and V-TECS (Vocational Technical Education Consortium of States). In the word lists for the various states, open entries, and V-TECS, words are defined, and unusual expressions are organized with more common counterparts. The states of Delaware, Pennsylvania, and West Virginia, which use the V-TECS terminology, are not represented in the word lists. (YLB)

ED 283 006 CE 047 443

Starch Products. Learning Activity Pack and Instructor's Guide 5.9. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-330-BK-86; IE-331-BK-86
PUB DATE- Jan 86
NOTE- 58p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- *Carbohydrates; Florida; *Food Preparation

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with some basic information about starches and with three starch products found throughout the world: cereals and rice, potatoes, and pasta. Illustrated information sheets and learning activities are provided in these areas: introduction to starches, cereals and rice, potatoes, and pasta. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 020 CE 047 480

Design Papers for the National Assessment of Vocational Education. Proceedings of the National Conference on the Condition of Vocational Education (Washington, DC, September 11-12, 1986).
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Feb 87
NOTE- 383p.; A product of the National Assessment of Vocational Education.
CONTRACT- 300-85-0103
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Education; *Access to Education; Compliance (Legal); Disabilities; *Economic Development; *Educational Assessment; Educational Philosophy; Educational Policy; Employment Programs; Federal Government; Federal Legislation; Federal State Relationship; *Governance; Government Role; Job Training; Local Government; Postsecondary Education; Secondary Education; Sex Fairness; State Government; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This volume contains the following 19 papers delivered at a national conference on the design of assessment of vocational education: "The National Assessment of Vocational Education: An Introduction" (Gilbert T. Sewall); "Vocational Education--Opportunity and Challenge: Perspectives on the National Assessment of Vocational Education" (Robert E. Taylor); "Access to Quality Vocational Education" (Charles S. Benson); "Access to Quality Vocational Education: A Sex Equity Perspective" (Rebecca S. Douglass); "Evaluating the Special Populations and Equity Provisions of Federal Vocational Education Legislation" (L. Allen Phelps); "Comments on Access to Quality Vocational Education" (Chui Lim Tsang); "Vocational Education Policy and Economic Development: Balancing Short-Term and Long-Term Needs" (Patricia M. Flynn); "Assessing the Impact of the Carl D. Perkins Vocational Education Act: Economic Development Issues" (David W. Stevens); "Comments on Vocational Education and Economic Development" (Gloria A. Ruth); "Policy Issues in the Governance of Vocational Education" (John E. S. Lawrence); "Coordination of Vocational Education and Manpower Training Programs" (Paul E. Peterson and Barry G. Rabe); "Comments on State and Local Governance and Coordination" (Robert P. Sorensen); "Academic Education and Occupational Training" (John H. Bishop); "Determinants of Excellence in Vocational Education" (Stuart A. Rosenfeld); "Comments on Academic Skills and Occupational Training" (Ellen Summerfield); "Analyzing the Implementation of Federal Vocational Education Policy: The Perkins Act of 1984" (Richard F. Elmore); "The Federal Role in Vocational Education" (E. Gareth Hoachlander); "Comments on the Federal Role in Vocational Education and the Implementation of the Carl D. Perkins Act: A Discussion" (Marion B. W. Holmes); and "Comments on the Federal Role in Vocational Education and Implementation of the Perkins Act" (Charles W. Radcliffe). Short biographies of participants complete the document. (KC)

ED 283 033 CE 047 506

Branch, Alvia Y.; Freedman, Marc
Youth Corps Case Studies: The New York City Volunteer Corps. Interim Report.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Oct 86
NOTE- 91p.; For related documents, see CE 047 498 and CE 047 502-508.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Conservation (Environment); *Conservation Education; Demonstration Programs; Human Services; Minority Groups; *Outcomes of Education; Postsecondary Education; Program Costs; *Program Effectiveness; Student Characteristics; Urban Areas; Urban Education; Volunteers; *Youth Employment; *Youth Programs
IDENTIFIERS- *New York (New York); *Youth Conservation Corps

The New York City Volunteer Corps (CVC), which began operation in 1984, is the nation's largest urban youth service corps. Though it has the same dual goals as many youth corps--community service and youth development--the CVC is distinctive among youth corps in many respects. The CVC had pioneered the large-scale use of corpsmembers in delivering human services to homeless, elderly, disabled, and other dependent populations. The corps also enables corpsmembers to pursue mainstream academic credentials during their service and offers them either $2,500 in cash or a $5,000 scholarship after a year of service. Other unique aspects of the CVC include its emphasis on service to the city rather than on employment and training, its definition of corpsmembers as volunteers who receive stipends, its nonresidential program design, and the city's commitment to provide virtually all the corps' financial support. The CVC appears to be well positioned at the end of its start-up phase to build on its initial progress. Thus far, CVC has provided nearly 500,000 hours of needed service to New York City. Although the program was too new to conduct a definitive assessment of its impact on youth development, participation in the program appeared to be particularly effective in developing a sense of service in corpsmembers. At the end of the first year, the CVC had 674 active enrollees, of whom about 75 percent were black, 21 percent were Hispanic, and 2 percent were white. (MN)

ED 283 116 CG 020 005

Insurance Reserves: Strategies for Regulating the Federal Employees Health Benefits Program. Report to the Chairman, Committee on Post Office and Civil Service, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-10
PUB DATE- Mar 87
NOTE- 67p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Estimates; Federal Programs; *Federal Regulation; Financial Problems; *Fringe Benefits; *Health Insurance; *Money Management; Program Budgeting; Program Costs
IDENTIFIERS- *Federal Employees; *Insurance Reserves

In 1985, the Federal Employees Health Benefits Program (FEHBP) reserves had accumulated over $2 billion in reserve surplus, precipitating the program's first refund. Concerned about FEHBP reserve practices, the chairman of the House Committee on Post Office and Civil Service, United States Congress, asked the General Accounting Office (GAO) to determine FEHBP reserves over a 7-year period from 1979-1985 and compare the reserve balances with targeted levels; and to identify the different strategies for regulating reserves and the advantages and disadvantages of each. Literature and research on FEHBP reserves were reviewed, discussions with Office of Personnel Management (OPM) and Congressional Budget Office officials were held, OPM data were analyzed, and views of officials in 19 health plans were solicited for this study. The results indicated that FEHBP reserves have fluctuated widely from their targets. From 1979 through 1985, the majority of plans GAO reviewed held reserves that were more than 100 percent away from targets. OPM has three strategies for

regulating reserves: (1) adjusting future premiums; (2) modifying future benefits; and (3) giving refunds. Adjusting future premiums is considered the best strategy to regulate reserves. The Congress should consider amending the FEHB Act to prescribe future premium adjustments as the only reserve adjustment strategy. (Four appendices, one figure, and 24 tables are included.) (NB)

ED 283 143 CS 210 404

DeCiccio, Albert C.; And Others

Merrimack College Peer Tutor Training Tape.

PUB DATE- 26 Apr 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Higher Education; Peer Relationship; *Peer Teaching; Teaching Methods; *Tutoring; Videotape Recordings; *Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Merrimack College MA

Noting that tutor training remains a persistent concern of writing center administrators, this paper contains the transcript of a tutor training videotape produced by the writing center at Merrimack College (Massachusetts) to augment the center's tutor training. The main parts of the tape transcript are titled (1) "Be Attentive"; (2) "You're a Tutor, not a Preacher"; (3) "Don't Judge or Grade"; and (4) "Avoid Discussing the Grade and Never Criticize the Professor." The paper notes that the tape illustrates the writing center's philosophy and tutoring style and that it may serve as a model for other writing centers. In addition, it provides the address for obtaining more information about the training tape. (JD)

ED 283 157 CS 210 537

Garrison, Bruce

The Upscale Hispanic Magazine Reader: Acculturation and the "Yucca" Lifestyle.

PUB DATE- Aug 87

NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Partial funding for this study provided by a grant from Miami Mensual Magazine. Document contains light, dot matrix print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acculturation; Biculturalism; Consumer Economics; Cros Cultural Studies; *Cubans; Cultural Influences; *Cultural Interrelationships; Cultural Traits; Foreign Language Periodicals; *Hispanic Americans; Immigrants; *Life Style; Media Research; Social Integration; *Sociocultural Patterns; Spanish Speaking

IDENTIFIERS- City Magazines; *Florida

A study examined the life-styles of South Florida upscale "yuppie/yucca" (young, up-and-coming Cuban-American) Hispanics by exploring their consumption habits and such demographic variables as recreational activity, credit card ownership, housing, investments, language preference, marital status, education level, and income. The hypothesis that "yuppie/yucca" Hispanics move faster toward acculturation than do American Hispanics in general because of their "blend" lifestyle, resulting in consumption habits similar to the U.S. "yuppie" population was supported by the data. Subjects, 282 subscriber readers of an upscale Spanish language metropolitan Miami magazine (Miami Mensual) answered a questionnaire, and data were compared with those of two other studies: a 29-city survey by the City and Regional Magazine Association (CRMA) and a national study of Hispanic consumers by the National Association of Hispanic Publications (NAHP). In terms of both demographics and consumer variables, the Miami "yuccas" were more similar to the yuppies in the CRMA survey than to the general Hispanic population in the NAHP study. However, three out of four Spanish language magazine subscribers in Miami strongly preferred to read in Spanish over English. Comparisons and contrasts with the national Hispanic data from NAHP show more differences because of the broader socioeconomic base of the entire Hispanic population in the United States. (Tables of data and 38 references are appended.) (NKA)

ED 283 171 CS 210 589

Schwartz, Stephen W.
"Dear Journal": Out of the Mouths of Babes.
PUB DATE- 20 Mar 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference
College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *College Freshmen; *Coping; Course Descriptions; Developmental Stages; Higher Education; *Personal Narratives; *School Orientation; *Student Adjustment; Student College Relationship; *Writing (Composition)
IDENTIFIERS- *Journal Writing

An orientation course at an Ohio college was designed to help college freshmen adjust to the values of a new living/learning community, using personal journal writing to develop the students' coping skills. Life issues considered essential in adult development theory--identity, intimacy, autonomy, and competency--serve as a background for the students' journals, as does Nancy Schlossberg's "Counseling Adults in Transition," which the students are asked to consult. Students are required to read three assigned books about growing up, and to submit a 2,500-word final paper analyzing their journals. The overriding theme that emerges from the journals is the need of freshmen placed in a new environment to gain a sense of self as quickly as possible. In their attempts to adjust, the students endeavor to hold on to the past even as they try to adjust to the present. Their writings reflect this quandary. The one element that rarely finds its way into the journals is their primary reason for being in college: the academic factor. Examining the three assigned readings in terms of transitions and coping strategies, students can see their own lives in the same terms. Gradually, journal entries should become more specific and methodical in self-examination. The hope is that the journal experience helps the students to grow as they move from one stage of adulthood to another. (NKA)

ED 283 198 CS 210 632

Strickland, James
Computer-Tutors and a Freshman Writer: A Protocol Study.
PUB DATE- 27 Apr 87
NOTE- 22p.; Paper presented at the Annual Symposium of the New York College Learning Skills Association (Rochester, NY, April 27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Freshmen; *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Computer Uses in Education; Educational Technology; Freshman Composition; Higher Education; Microcomputers; *Programed Tutoring; Protocol Analysis; Word Processing; *Writing Exercises; Writing Improvement; Writing Research; Writing Skills

Although there are many retrospective accounts from teachers and professional writers concerning the effect of computers on their writing, there are few real-time accounts of students struggling to simultaneously develop as writers and cope with computers. To fill this void in "testimonial data," a study examining talking-aloud protocols from a freshman in an introductory composition course. The student, whose initial writings were typical of a freshman writer, used the PC-Write 2.6 word processing program, with its extensive on-line help screens and an invention tutoring program called QUEST. Once a week the student came to the computer lab and verbalized her thoughts into a tape recorder while writing. Findings indicated that the student exhibited very little of the "user-friendly fallacy," the assumption that the machine shares the user's world views and that the computer will assume responsibility for the topic of the paper. The student did have trouble operating the computer at first, and she expressed irritation. Later, problems disappeared, but the student did not take advantage of advanced functions, instead using the computer as a glorified typewriter. Also, computer trouble often interrupted her progress when using the invention tutor. Her writing improved, however, and the computer tutoring was useful, if not a complete substitute for the kind of tutoring humans can provide. (References and samples of the student's interactions with QUEST are appended.) (SKC)

ED 283 224 CS 505 556

Kramer, Ronald C.; Jaksa, James A.
The Space Shuttle Disaster: Ethical Issues in Organizational Decision-Making.
PUB DATE- 10 Apr 87
NOTE- 39p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987). Originally presented at the Fall Conference of the Michigan Association of Speech Communication (Ann Arbor, MI, October 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Decision Making; *Ethics; *Models; *Organizational Communication; *Space Exploration; Technological Advancement
IDENTIFIERS- Challenger Tragedy; National Aeronautics and Space Administration

Arguing that the issue of organizational decision making and bureaucratic responsibility in the use of technologies with potential for creating social harm should concern everyone, this paper explores the ethical issues raised by organizational decisions concerning the launch of the space shuttle "Challenger." The paper first describes a theoretical approach to organizational deviance--factors that cause people to act in deviant ways--then uses this perspective to develop a model for understanding organizational deviance. The major portion of the paper applies this model to the "Challenger" tragedy, observing that while the technical cause of the explosion was the failure of a pressure seal, the more important cause was the flawed decision-making process at the National Aeronautics and Space Administration (NASA). The paper concludes with a list of six general observations concerning the making of ethical decisions: (1) the effects of an individual's actions, communication, or failure to communicate can be assessed as a means of making ethical judgments; (2) persons who accept major decision-making roles must be held to standards that represent careful, rational, and objective decision-making processes; (3) the responsibility of assuring that information will flow in an organization is largely that of top management; (4) an ethic of "care" mandates that persons in authority be concerned about the effects of their actions on human beings; (5) sensitivity to and awareness of ethics should be increased; and (6) whistle blowing and bypassing the usual channels of communication are ethical decisions and put a heavy weight of responsibility on persons who do not speak out. (Forty-five references are included.) (FL)

ED 283 238 EA 019 424

Campbell, Roald F.; And Others
A History of Thought and Practice in Educational Administration.
REPORT NO.- ISBN-0-8077-2843-8
PUB DATE- 87
NOTE- 241p.; For a related conference paper, see ED 281 283.
AVAILABLE FROM- Publication Sales, Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 ($27.95, cloth--ISBN-0-8077-2844-6; $16.95, paperback--ISBN-0-8077-2843-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Change; Administrative Organization; *Educational Administration; *Educational History; Educational Research; Educational Trends; Elementary Secondary Education; *Foundations of Education; Higher Education; *Organizational Theories; Social History; Social Science Research; Social Theories; Systems Approach; *Theory Practice Relationship
IDENTIFIERS- Historical Methods; Open Systems Theory; Scientific Management; *Theory Development

Historical reconstruction bridges the gulf between theory and practice extant in educational administration. This book characterizes evolution of administrative thought and practice in the United States. An introduction summarizes methods incorporated by this applied field from diverse administrative systems. Chapters 2 and 3 advance two of four major views of administration: "scientific management," drawn from industry; and "human relations," fueled by John Dewey's "democratic administration." Chapter 4 presents the bureaucratic view of school organization, resurrected from Max Weber's model and expanded by Talcott Parsons. Later concern for the individual created the open systems view, discussed in chapter 5. Chapter 6 categorizes these four views as considering either organizations or individuals and observes contributions by Andrew Halpin and Jacob Getzels and organizational syntheses by Thomas Greenfield and Harry Wolcott. Chapter 7 relates school administrative history to education as a local phenomenon. Chapter 8 discusses higher education, wherein democratic administration immediately evolved from commitment to academic freedom. Forces shaping educational administration graduate study are described in chapter 9. Enduring dichotomies during preparation include whether to emphasize practical skills or societal understandings. The conclusion recounts the field's history of knowledge and practice and discusses struggles with educational purpose and public expectations. Sixteen reference pages are provided. (CJH)

ED 283 251 EA 019 470

Thinking about Educational Administration. Study Guide 2.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0198-9
PUB DATE- 85
NOTE- 68p.; One of three study guides (see EA 019 469-471) prepared as course material for "Introduction to Educational Administration" (Course EED-431).
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Victoria 3217, Australia ($8.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Administrators; *Educational Administration; Educational Philosophy; *Educational Theories; Foreign Countries; Higher Education; *Organizational Theories; Scientific Attitudes; Scientific Methodology; Theory Practice Relationship

This book is the second in a set of three study guides designed to help students of educational administration critically analyze contemporary theory in the field, examine the field from a new viewpoint, and develop their own, more practical knowledge base. The first of the book's three sections, by Gerry England, discusses three ways of thinking about educational administration. These three approaches parallel the traditional positivist, the phenomenological, and the critical traditions in social science. They can be identified as technical rationality (drawing on empirical-analytical science), practical rationality (based on hermeneutic-interpretive science), and critical practice (related to critical-dialectical science). The second section, by Peter Watkins, examines how educational administration became a technique of control rather than emancipation through the transfer of scientific management practices and ideologies from the arena of industrial management to that of school management. The problems caused by the dominance of this approach are reviewed. The third section, by John Codd, focuses on conceptualizing educational administration as the administering of education rather than as the organizational management of the school as an institution. Readings and activities for improved understanding are recommended, and over 100 references are cited. (PGD)

ED 283 264 EA 019 484

Caldwell, Brian; Spinks, Jim
Policy Formation and Resource Allocation.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0378-7
PUB DATE- 86
NOTE- 123p.; Prepared as course material for "Management of Resources in Schools" (Course EED-433).
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cooperative Planning; Cooperative Programs; Educational Administration; *Educational Assessment; Educational Economics; Educational Planning; Elementary Secondary Education; Foreign Countries; *Governance; Governing Boards; Government School Relationship; Organizational Theories; Participative Decision Making; *Policy Formation; *Politics of Education; *Resource Allocation; School District Autonomy; Values
IDENTIFIERS- Australia (Victoria); Policy Implementation

This monograph, part of a series that critically challenges conventional definitions of school management and school resources, takes the view that the major resources in schools are culture and knowledge. What counts as culture and knowledge in the school is the subject of continuing debate by individuals and groups who articulate different desires, needs, and demands. Guidelines for the management of resources must deal with negotiations among these various groups. The purpose of this monograph is to describe an approach to the management of resources which has the following characteristics in the school setting: (1) resources are managed in a continuous cycle of activity which integrates goal setting, need identification, policy making, planning, budgeting, and evaluating; (2) each phase in the cycle is organized around the major resource of knowledge, with patterns of activity designated as programs which support learning; and (3) a framework is provided within which negotiation about resources may occur, securing appropriate involvement of staff, students, and community. An introductory essay describes a progress account of this approach in government schools in Victoria, Australia, and includes a detailed description of each phase of the cycle. It provides guidelines for two phases, policy making and resource allocation, illustrating the manner in which negotiation may be managed, and lists the benefits of the approach to principals, teachers, parents, and students. Three supplementary readings follow the introductory essay. In the first, tensions among three central values (liberty, equality, and efficiency) of school governance in Western democracies are analyzed by William L. Boyd in "Competing Values in Educational Policy and Governance: Australian and American Developments." In the second, Peter Watkins discusses changed administrative concepts during collective action in Victoria, in "Collective Strategies: Collaborative Approaches towards the Administration of Education." In the third, Walter I. Garms, James W. Guthrie, and Lawrence C. Pierce demonstrate how school districts fail to reflect clientele's interests, in "Reforming Public School Management and Budgeting." Each entry provides references; an annotated bibliography is appended. (CJH)

ED 283 277 EA 019 499

Floden, Robert E.; And Others
Instructional Leadership at the District Level: A Closer Look at Autonomy and Control. Research Series No. 182.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Educational Policy; Elementary Education; Instructional Development; *Instructional Improvement; *Instructional Leadership; Mathematics Curriculum; Participative Decision Making; Professional Autonomy; *School Districts; *Teacher Administrator Relationship

The future of academic content reforms relies on the relationship between policies and the decisions of teachers. Because the agreement of teachers with district policies is congruent with teacher autonomy, the dichotomy of district control and teacher autonomy is invalid. Districts execute instructional leadership by providing teacher autonomy or by persuading teachers of the benefits of their decisions. A survey regarding district influence on teachers' content decisions in fourth-grade mathematics was administered in five states in spring 1982. In each state, between 20 and 30 districts were selected. The overall response rate was 63 percent. The survey responses revealed that none of the districts encouraged teacher autonomy; objectives and testing programs were the most often used policies; there were no clusters of policies; most districts opposed the use of power; the topic emphasis and the content policies were consistent; and there was no indication of contradictory demands on teachers. The three elements of district instructional leadership include establishing goals; communicating these goals to teachers with consistency, specificity, and with all available means; and obtaining teacher support through persuasion. District policies have authority if teachers are persuaded of their advantages. Included are 10 tables, 7 footnotes, and 32 references. (RG)

ED 283 290 EA 019 516

Charters, W. W., Jr.; Jones, John E.
On Neglect of the Independent Variable in Program Evaluation. Project MITT Occasional Paper.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Feb 74
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concurrent Validity; *Differentiated Staffs; Elementary Education; Instructional Innovation; *Measurement Techniques; Organizational Theories; Predictive Validity; *Predictor Variables; *Program Evaluation; Program Implementation; Research and Development Centers; *Research Methodology; Research Needs; *School Organization

This paper illustrates the need for full description and measurement of differences between "experimental" and "control" situations in school program evaluation studies. Two studies were completed at the University of Oregon involving the innovative program--differentiated staffing (DS). The first study, a doctoral investigation, sought to assess the relative effects of DS on elementary students' achievement using two schools and restricted to fifth and sixth graders to which the Comprehensive Test of Basic Skills was administered twice. Neglecting the independent variable resulted in mixed findings--achievement scores did not consistently favor either school. In the second study, using the same schools, a research group at the Center for the Advanced Study of Educational Administration (CASEA), measuring staff role behavior and relationships, discovered that staff behavior did not meet program goals. Neither study could attribute student outcomes to an independent variable described as "differentiated staffing" versus "traditional" organization. Four program levels assist evaluation: (1) institutional commitment; (2) structural context; (3) role performance (staff perspective); and (4) student learning activities. Although schools' commitment and structure differed, investigations focused on level 3, program consequences that were unattained and prevented the school from description as a "differentiated staffing school." Investigators therefore evaluated a non-event. These studies demonstrate the futility of comparing student outcome measures between classrooms or schools that differ only at functionally remote levels of program description. Changes at level 3 (and preferably level 4) should document achievement data. Analytical language and measurement techniques are needed to describe the independent variable at all levels. (CJH)

Saville, Anthony
Tailoring the Interview Process for More Effective Personnel Selection.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Compliance (Legal); Decision Making; Elementary Secondary Education; *Employment Interviews; Equal Opportunities (Jobs); Instructional Improvement; *Job Application; *Personnel Policy; State Legislation; Teacher Administrator Relationship; Teacher Attitudes; Teacher Evaluation; *Teacher Qualifications; *Teacher Selection

Structuring the initial teacher employment interview adds validity to selection and appropriately utilizes human resources. Five aspects of an effective interview program include: (1) developing a job analysis plan; (2) reviewing the applications; (3) planning for the interview; (4) the interview instrument; and (5) legal implications. An interview chart should include a "task analysis" developed from key duties. A well-developed application form, rather than resumes, assists in obtaining data. Before the interview, a principal should have an application letter, completed district application, resume, placement papers, and official transcripts. Information should include current employment, previous successful related experience, related quality academic work, and a phone check of references. "Information giving" involves restating the job description; describing the district, community, and school; and providing information about salary and work. "Information receiving" includes reviewing pre-interview data, checking past job performance, assessing work attitudes, and giving the opportunity to communicate skills. A model instrument (appended to this document) assists in seeking consistent information from candidates and in establishing priorities. During preselective planning, federal legislation to keep in mind includes affirmative action concepts, age discrimination, equal pay work contracts, sexual discrimination, and handicap discrimination. Interviewers should understand "primae facie" evidence, unlawful inquiries, and state laws. Tailoring the interview provides

reliability and mutual legal protection, and attracts better professionals to education. (AA)

ED 283 316 EC 192 745

Phelps, L. Allen, Ed.
School-to-Work Transition for Handicapped Youth: Perspectives on Education and Training.
Illinois Univ., Urbana. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 86
NOTE- 166p.; A product of the Office of Career Development for Special Populations. The document contans small print which will affect reproduction quality in paper copy.
GRANT- G008430089
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; Educational Trends; *Education Work Relationship; Federal Legislation; Foreign Countries; Higher Education; Industrial Training; Postsecondary Education; Proprietary Schools; School Business Relationship; Secondary Education; Severe Disabilities; *Transitional Programs; *Vocational Education
IDENTIFIERS- Europe (West); Job Corps; Job Training Partnership Act 1982

Eight papers presented at a September, 1985 forum concerned with the school to work transition of handicapped youth are presented. Papers were developed as part of a project, "Transitional Programming for Handicapped Youth: Interdisciplinary Leadership Preparation Program at the University of Illinois (Urbana-Champaign). An introductory chapter, "Transition from School-to-Work: The Education and Training Enterprise" and a synthesis chapter, "Challenges and Future Directions" were prepared by L.A. Phelps, organizer and chair of the forum. Papers have the following titles and authors: "Secondary Vocational Education" (R.B. Cobb); "Postsecondary Vocational Education" (J. Brown); "The Job Training Partnership Act and Job Corps" (L. Tindall); "Business and Industry Training Programs" (K. Shaffer); "Proprietary Schools: A Case Study" (R. McCrae); "Higher Education" (J. Floyd); "Education and Training of Disabled Youth in Western Europe" (B. Reubens); "Transition to Employment for Individuals with Moderate and Severe Handicaps" (R.T. Vogelsberg). Summaries of the discussions which followed each paper are also provided. (DB)

ED 283 331 EC 192 760

Dronek, Margo; Lundin, Janet Ed.
Program Guidelines for Hearing Impaired Individuals.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0309-6
PUB DATE- 86
NOTE- 65p.; For related documents, see EC 192 759-762.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00, California residents add state tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrative Organization; Administrative Policy; Administrator Responsibility; Deafness; *Educational Needs; Elementary Secondary Education; *Hearing Impairments; Parent Role; Partial Hearing; *Staff Role; *State Standards; *Student Evaluation; Teacher Role
IDENTIFIERS- *California

These California state guidelines are intended to aid in the planning, monitoring, and improvement of educational programs and services for hearing impaired students. After an introduction, chapters have the following titles and sample subtopics: (1) "Identification and Assessment of Unique Educational Needs" (screening, definitions of hearing impaired, language assessment, manual communication assessment, academic assessment); (2)"Roles and Responsibilities of Providers of Instruction and Services" (special education teacher, regular teacher, parents, interpreters, career/vocational specialist, guidance counselor, adapted physical education specialist); and (3) "Organization and Support for Providing Instruction and Services" (special education and local plan area, curriculum, least restrictive environment, infant programs, attendance area and transportation, program options, aides, audiological services, physical environment, media centers, staff development, parent education). Included in seven appendixes and a glossary is such information as testing standards for the hearing impaired, a draft of certification standards for professionals, recommendations for classroom acoustics, a statewide directory of services, and definitions of terms concerning the hearing impaired. (DB)

ED 283 345   EC 192 774

Garfinkel, Lili; And Others
A Resource Manual on Child Abuse: PACER'S Let's Prevent Abuse Program.
PACER Center, Inc., Minneapolis, MN.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 135p.
AVAILABLE FROM- PACER Center Inc., 4826 Chicago Avenue South, Minneapolis, MN 55417 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Child Abuse; Child Neglect; Child Welfare; *Disabilities; Institutionalized Persons; *Parent Education; *Prevention; Puppetry; *Sexual Abuse
IDENTIFIERS- Minnesota

The resource manual developed by the Parent Advocacy Coalition for Educational Rights (PACER) in Minneapolis is intended to provide trainers of parents of handicapped children with information and resources concerning the prevention and treatment of child abuse. The PACER program has developed a program using child-sized puppets to teach handicapped and nonhandicapped children about child abuse, self-protective strategies, feelings, and how to get help. Separate sections focus on the following topics: an overview of child abuse (various types of abuse, the family system, and intervention); abuse of the handicapped child (particular vulnerability to physical and sexual abuse); institutional abuse (institutional factors and warning signs); the child protection system (the legal structure, problems in the system, and goals); and prevention strategies. Over one half of the document consists of resource lists including a bibliography, teachers' questions about the protection system, printed resources for parents and teachers, printed materials for use with children and adolescents, curricula

and films and videos for use with children, reference books, statewide (Minnesota) and local resources, and national resources. Appendices include sections of major laws on child abuse and neglect, the text of the Child Abuse Prevention and Treatment Act, reporting data, and information on county child protection procedures. (DB)

ED 283 185 CS 210 613

Kennamer, J. David
Political Party, Candidate Perceptions, and Media Use as Predictors of Candidate Preference.
PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; *Mass Media Effects; Media Research; Political Affiliation; *Political Attitudes; *Political Candidates; Political Issues; *Presidential Campaigns (United States); Public Opinion; Voting
IDENTIFIERS- *Media Role; Political Image; Political Parties; Voting Behavior

A study examined the source of important voter perceptions during the 1984 presidential election and their impact on the choice between Ronald Reagan and Walter Mondale--specifically perceptions involving the effects of either a Reagan or a Mondale victory on the American economy. The origins of these economic perceptions were sought in communication and political party variables, demographic characteristics, and more general knowledge and beliefs about the economy, which were expected to affect, in turn, candidate preference. First the analysis was conducted for the entire sample; then, given the common assertion that communication variables would be more important in the absence of strong party identification, the analysis was repeated separately for respondents who identified with a political party and for those who identified weakly or not at all. Subjects, 324 randomly selected residents of a southeastern metropolitan area, were asked by telephone which candidate they would vote for if the election were held that day, and, if they expressed a preference, how sure they were about their choice. Findings indicated the continued importance of political party identification--it came close to overwhelming the other variables in the model. As expected, party identification strongly predicted candidate choice, but it also predicted perceptions of economic trends, measured here as economic pessimism. All analyses appeared to provide evidence in favor of an indirect role of the media in influencing candidate preference. (References, figures, and tables of data are included.) (NKA)

ED 283 211 CS 210 658

Schwartz, Helen J.
The Student as Producer and Consumer of Text: Computer Uses in English Studies.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Computer Software Reviews; *Computer Uses in Education; *Expository Writing; Integrated Curriculum; Literature Appreciation; Teaching Methods; Word Processing; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Author Text Relationship

Computer use in the English classroom has the potential to help students enjoy and integrate their learning of writing and reading of literature in new ways. This new relationship between the student and machine-readable text can be thought of in terms of Alvin Toffler's theory of the "prosumer," a person who uses Information Age technology to combine the role of producer and consumer. Computer use in English classrooms can integrate the study of literature and creative writing, reading skills and writing skills, giving the student a new "prosumer" role as both producer and consumer of text. Three approaches can be used to integrate the study of imaginative writing produced by professional writers and the creative efforts of students: (1) the same software or technique can be used to analyze student and professional work; (2) software can guide students in creating imaginative work and then lead to activities analyzing published works; and (3) computer programs can involve students as collaborators in the creation of literary works. In the realm of expository writing, computer aided instruction and word processing can also blur the distinction between the student as consumer and as producer, with programs for prewriting and text analysis and spelling or style checkers. Teachers can remind students that the computer's suggestions are only guidelines by showing them how a style checker would try to rewrite the work of famous authors. (Sixteen references, including specific software cited in the text, are appended.) (SKC)

ED 282 979 CE 047 353

Rotem, Arie; Fay, Joe

Self-Assessment for Managers of Health Care. How Can I Be a Better Manager? WHO Offset Publication No. 97.

World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-170097-1
PUB DATE- 87
NOTE- 65p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations; Budgeting; Evaluation Criteria; Evaluation Methods; Feedback; Health Personnel; Health Services; Leadership; *Management Development; *Managerial Occupations; *Middle Management; Personnel Evaluation; Personnel Management; Postsecondary Education; Program Evaluation; *Self Actualization; *Self Evaluation (Individuals); Staff Development; Supervisory Methods; Training Methods

This booklet is intended to assist midlevel health care managers in assessing and improving their health care management skills. The first chapter uses the story of one health care manager's recognition of his own weaknesses and subsequent self-improvement to illustrate the qualities and skills that make a good manager. The second chapter, which deals with the functions of a manager, covers deciding what to do and how to do it, delegating tasks and supervising, evaluating and monitoring program performance, and organizing continuing education for oneself and others. The third chapter helps managers analyze their present situation, set priorities, establish long- and short-term goals, prepare a plan of action, develop working procedures and policies, select staff, prepare a budget and reporting system, delegate tasks, develop an appropriate style of leadership, motivate and evaluate staff, evaluate program performance, take corrective action, keep up with new ideas through continuing education, set an example for and teach others, and involve staff in continuing education. The fourth chapter suggests ways of obtaining feedback from colleagues, supervisors, and users. The final chapter includes separate self-assessment instruments for evaluating skills in the areas of providing services, managing personnel, providing leadership, maintaining community relationships, and managing financial resources. (MN)

Future Curriculum Development Needs in Vocational Education and Training. Public Hearing. Proceedings (Chicago, Illinois, October 26, 1983).

East Central Network for Curriculum Coordination. Springfield, IL.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 122p.
GRANT- R-00-64-D-0371-456
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Hearings; Job Training; *Needs Assessment; *Networks; *Regional Planning; Regional Programs; *Vocational Education
IDENTIFIERS- *East Central Network for Curriculum Coordination

This publication provides materials from a hearing to learn about the regional curriculum needs and priorities. Chapter I is an introduction that presents information on the hearing and on the organization of the National Network for Curriculum Coordination in Vocational and Technical Education. Chapter II is a summary of testimony received from individuals representing the states of Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, Virginia, and Wisconsin, and government, education, and business organizations. Summary statements of testimony are listed under one of five categories: uniqueness of center, technical assistance, liaison and networking relationships, quality and effectiveness, and suggested responsibilities and projects. Chapter III contains five recommendations that evolved from the synthesis of testimony: seek federal funding to support the East Central Network (ECN) concept, expand the ongoing services provided by ECN, build more effective liaison and networking relations, incorporate those aspects that will increase the quality and effectiveness of the ECN operation, and acquire federal and state approval and monetary support to implement clients' suggestions and meet curriculum needs throughout ECN. Justifications and recommended actions are cited. Chapter IV is an evaluation of the process of the public hearing. Chapter V presents the testimony, which is for the most part verbatim. A public hearing flyer and evaluation form are appended. (YLB)

ED 283 048 CE 047 535

Munch, Joachim; Risler, Matthias

Vocational Training in the People's Republic of China. Structures, Problems, and Recommendations.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-5847-9
PUB DATE- 87
NOTE- 126p.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Educational History; Educational Improvement; *Educational Needs; Educational Philosophy; *Educational Practices; Educational Trends; Education Work Relationship; Foreign Countries; *Futures (of Society); Government School Relationship; *Job Training; Labor Needs; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *China

This report, which describes a study conducted through a literature search and a two-month visit to the People's Republic of China, is organized in three parts. In the first part, the general situation and historical development of the Chinese education system is discussed. Topics include the structural features of the country, party and state, population distribution and development, level of education, the socioeconomic framework, historical development, philosophical roots, the state bureaucracy and examination system, craft guilds and apprenticeships, development of a public education system, and the education system since the establishment of the People's Republic of China. The second section of the report examines structures and problems. These include the education system in the early 1980s, vocational education, adult education, vocational education teachers, competencies and forms of cooperation, financing, and characteristics of the Chinese employment system. The final section of the report presents 18 recommendations to improve vocational education and job training in China. A list of terms used in the study is given in English and Chinese, and a table presents statistics on Chinese schools and universities from 1949 to 1983. (KC)

Raphael, Karen G.
Subjective Occupational Structure and Holland's Theoretical Hexagon.
SPONS. AGENCY- Sigma XI, The Scientific Research Society.
PUB DATE- Aug 86
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; College Students; *Congruence (Psychology); *Females; Higher Education; *Models; Multidimensional Scaling; Rating Scales; *Vocational Interests; *Work Attitudes
IDENTIFIERS- *Hollands Theory of Occupational Choice

Although Holland's theory of vocational choice has received widespread attention since its formulation in 1959, there has been little research examining how well Holland's two-dimensional hexagon explains an individual's subjective occupational structure of the work world. A study was conducted to examine the degree to which judgments of similarities/dissimilarities among Holland's six occupational themes correspond to a hexagonal model. Female college students (N=94) completed the Strong-Campbell Interest Inventory, a background questionnaire including projected occupational choice, and a similarity rating scale among occupational themes. The rating scale contained all possible pairs among the six Holland themes which subjects rated as similar or dissimilar. Similarity ratings were submitted to three multidimensional scaling analyses: nonmetric simple Euclidian model, nonmetric individual differences model and Procrustes fit of similarity ratings to a fixed two-dimensional hexagonal configuration. The results provided some support for the view that female college students' perceptions of the world of work are consistent with Holland's hexagonal model. (Two data tables, five figures, and references are included.) (NB)

Schiano, Diane J.

Protocol Analysis of Aptitude Differences in Figural Analogy Problem Representation.

PUB DATE- 86
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 963.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; *Convergent Thinking; Higher Education; *Problem Solving; *Protocol Analysis; *Response Style (Tests); *Test Wiseness
IDENTIFIERS- Cognitive Abilities Test; *Figural Analogies

Individual differences in performance on figural analogy tests are usually attributed to quantitative differences in processing parameters rather than to qualitative differences in the formation and use of representations. Yet aptitude-related differences in categorizing standardized figural analogy problems between high and low scorers have been documented which bear close similarities to expert/novice differences in problem representations. Protocol analysis was used to assess problem representations in an attempt to provide converging evidence of aptitude-related qualitative differences. Twenty high and low scorers on one form of the Cognitive Abilities Test (CAT) figural analogy subtest, selected from a large college population, served as subjects. Subjects solved 25 multiple-choice figural analogy problems from a CAT subtest, reviewed problems and described analogy relations, rated problem difficulty, and described their problem solving strategy. Three independent raters assessed relationships attributed to each analogy problem in terms of seven theoretically fundamental relations (rotation, reflection, number, size, shape, shading, and spatial displacement). Preliminary results suggest that formal analyses will reveal strong qualitative differences between high and low scorers. High scorers appear to represent problems in terms of well-constrained, transformational relations, while low scorers focus on looser spatial relations or on shared perceptual characteristics, and are much more idiosyncratic in their representation than are high scorers. (NB)

ED 283 103 CG 019 992

Laing, Joan; And Others

Relationships between ACT Test Scores and High School Courses.

PUB DATE- Apr 87
NOTE- 40p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Bound Students; College Entrance Examinations; *College Preparation; *Educational Counseling; High Schools; High School Seniors; Natural Sciences; *Secondary School Curriculum; Secondary School Mathematics; *Standardized Tests
IDENTIFIERS- *American College Testing Program

Following publication of "A Nation at Risk," several states passed legislation increasing high school graduation and college entrance requirements. This study was conducted to determine whether there is a relationship between the number of courses a student takes in a subject-matter area and the student's score on the corresponding American College Testing (ACT) Assessment test. The ACT Assessment consists of four academic tests (English, mathematics, social studies, natural sciences), self-reported high school grades, the Student Profile Section, and the ACT Interest Inventory. Data were obtained from a random sample of 31,419 high school seniors who took the ACT in October 1985. The results indicated that, on the average, students who had taken more coursework in the college preparatory curriculum areas of English, mathematics, natural science, and social studies earned higher standard scores on the corresponding ACT test. This relationship was most apparent in the areas of mathematics and natural scienes. Higher mean test scores were obtained when more courses in the relevant area were taken, regardless of gender, racial/ethnic group, or rank in class. Future research should examine the relationship between ACT scores and college grades. (NB)

ED 283 144 CS 210 408

Pitman, John C.
Language Arts Resource Guide K-12.
Rhode Island State Dept. of Elementary and Secondary Education, Providence.

PUB DATE- Mar 86
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Educational Research; Elementary Secondary Education; English Curriculum; Integrated Curriculum; *Language Arts; Listening Skills; Program Content; Program Descriptions; *Program Development; Reading Instruction; *Resource Materials; Speech Communication; Writing Instruction
IDENTIFIERS- Research Trends; Rhode Island State Department of Education

One of a series designed to help districts refine and upgrade their current curricular offerings, this resource guide deals with the development of a unified K-12 language arts curriculum that combines the four major language arts components of listening, speaking, reading, and writing. Following a brief foreword and list of acknowledgments, the first three chapters provide the user with information on (1) trends in the research; (2) suggestions for applying research trends in the classroom; and (3) suggestions that will assist language arts curriculum development groups design and refine their language arts curriculum. Specifically, the first chapter presents an overview of the Basic Education Program (BEP) for Rhode Island public schools. The second chapter provides definitions and a review of selected language arts research trends, while the third chapter deals with constructing a K-12 language arts program. The last two chapters constitute a resource section that contains selected language arts program abstracts and other program information, including an extensive bibliography. Two appendixes contain evaluation criteria and a copy of the brochure, "Essentials of English" from the National Council of Teachers of English. (NKA)

ED 283 199 CS 210 634

Foote, Joe S.

The Weakened White House Voice: The Ratings Decline of Presidential Television.

PUB DATE- Aug 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cable Television; *Commercial Television; Mass Media; *Mass Media Effects; Presidents of the United States; *Programing (Broadcast); Public Opinion; Public Relations; Television Research *Television Viewing

IDENTIFIERS- *Nielsen Ratings

In previous presidential administrations, particularly since the advent of television, American presidents have been able to address a large majority of the public by "roadblocking" the networks during the time they speak; that is, all three networks broadcast presidential addresses simultaneously. In recent administrations, particularly in the Reagan administration, network ratings for presidential addresses have declined dramatically. In an effort to discover (1) how much presidential ratings have declined in the past 18 years, (2) whether the decline has been greater or lesser than the decline of overall network ratings, and (3) whether televised presidential speeches draw viewers or drive them away, a study was conducted using Nielsen ratings during the Nixon, Ford, Carter, and Reagan administrations. Findings show that not only have prime time ratings dropped, from 79 percent for Ford and Nixon to 61 percent for Reagan, 25 million viewers in Reagan's administration defected to other programing during prime time addresses. Moreover, prime time viewer decline for presidential addresses was far steeper than for overall network audience decline. It is not clear whether the decline is due to public political apathy, a greater number of entertainment choices (i.e., cable television), or other causes, but it is possible that the number of presidential addresses that are televised could be lessened due to economic infeasibility. (JC)

ED 283 007 CE 047 444

Preparing Stocks. Learning Activity Pack and Instructor's Guide 5.10a. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

REPORT NO.- IE-332-BK-85; IE-333-BK-85

PUB DATE- Jan 85

NOTE- 50p.; For other documents in this series, see CE 047 434-456.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education

IDENTIFIERS- Florida; *Food Preparation; *Stocks (Cookery)

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with the uses for and types of stocks and also gives information on how to cook, cool, and store stocks. Illustrated information sheets and learning activities are provided in these areas: stock (types of and how to cook), preparing the major stocks, and cooling and storing stocks. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 089 CG 019 978

Snarey, John; And Others

How Husbands Cope When Pregnancy Fails: A Longitudinal Study of Infertility and Psychosocial Generativity. Working Paper No. 167.

Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD
PUB DATE- 86
NOTE- 35p.
GRANT- MH-17058
AVAILABLE FROM- Wellesley College, Center for Research on Women, Wellesley, MA 02181 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; *Coping; *Emotional Adjustment; *Longitudinal Studies; *Males; Sexuality; *Spouses
IDENTIFIERS- Erikson (Erik); *Generativity; *Infertility

The experience of marital infertility is a major biosocial life crisis that also represents a serious threat to the development of psychosocial generativity. Psychological studies of the consequences of involuntary infertility, however, are rare. A study was undertaken to identify variations in the coping patterns used by men who have experienced infertility in their first marriage and to assess the impact of variations in infertility coping strategies upon the men's subsequent success in achieving generativity, the seventh phase of Erik Erikson's model of development. Of a sample of 343 married men, prospectively studied for four decades, 52 (15.2%) experienced infertility in their first marriage. Styles of coping with their difficulty in achieving parenthood were considered across three longitudinal phases: initial substitutes; subsequent parenting resolutions; and final marital outcomes. The ability of coping strategies used in earlier phases to predict the styles used in later phases of adjustment was considered, as was the relationship between coping strategies and the subsequent achievement of generativity as defined by Erik Erikson. Results indicated that the men's parenting resolutions, marital outcomes, and midlife achievement of psychosocial generativity were predictable at statistically significant levels, based on knowledge of their prior infertility coping strategies and outcomes. Their initial style of using parenting-like substitutes was especially powerful in predicting subsequent coping strategies and the achievement of generativity at midlife. A 62-item reference list and three tables are included. (Author/NB)

Medicaid: Lessons Learned from Arizona's Prepaid Program. Report to the Secretary of Health and Human Services.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-14
PUB DATE- Mar 87
NOTE- 79p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cost Effectiveness; Federal Aid; Health Insurance; *Medical Services; *Program Design; *Program Effectiveness; State Programs; Use Studies
IDENTIFIERS- Arizona; *Health Care Costs; *Medicaid

The high cost of providing medical care through Medicaid has prompted the federal government to examine ways to constrain costs. One experiment to limit Medicaid costs is Arizona's Health Care Cost Containment System, under which the state contracts with prepaid health plans to provide comprehensive medical care for a set monthly fee per patient. The General Accounting Office reviewed the program's first 3 years of operation to examine Arizona's approach to competitive bidding for procuring health plan contracts, collection of utilization data from the prepaid plans on the health care services provided, and financial oversight of the prepaid health plans. The results revealed that the Arizona program experienced numerous start-up problems that prevent an assessment of the effectiveness of its cost containment features. The Arizona program has had difficulty in collecting utilization data and developing adequate financial and utilization reporting systems. Other states considering prepaid Medicaid programs should, among other things: (1) develop adequate financial and utilization reporting systems and program controls before program implementation; (2) establish penalties for noncompliance with reporting requirements; (3) establish requirements to demonstrate the financial viability of prepaid health plans and to monitor health plan performance; and (4) design health plan procurements to promote completion. (NB)

ED 283 130 CS 008 844

Lynch, Roberta A.

The Effects of Visual Training on the Reading Achievement of Fifth Grade Students.

PUB DATE- May 87
NOTE- 48p.; Master's Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Eye Fixations; Eye Movements; Grade 5; Intermediate Grades; *Reading Achievement; Reading Habits; *Reading Improvement; *Reading Processes; Reading Research; Reading Skills; Reading Strategies; *Training Methods; *Visual Perception
IDENTIFIERS- Visual Aptitude

A study examined what effect, if any, vision training exercises had on reading achievement. It was hypothesized that training students to control more accurately the speed and direction of their eye movements would improve their visual skills. However, it was also hypothesized that a more efficient visual system would have no effect on reading achievement. Subjects, 24 New Jersey fifth-graders, were randomly divided into an experimental group or a control group. The experimental group was given worksheets with activities designed to improve ocular-motor skills. Both groups were administered pretests and posttests. Results indicated significant improvement in the ocular-motor and visual-motor skills of the experimental group and also showed significant gains in the reading performance of those same students. Thus, the first hypothesis was supported, while the second was not. Findings suggest that a more efficient visual system could have a positive effect on the reading achievement of fifth grade students. (A review of visual training and reading research, as well as 17 references are included. Test scores and worksheets are appended.) (NKA)

ED 283 158 CS 210 539

Buddenbaum, Judith M.
Covering Religion News at Daily Newspapers.
PUB DATE- Aug 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Association
for Education in Journalism and Mass Communication (70th, San
Antonio, TX, August 1-4, 1987). For a related paper, see CS 210
540.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Media Research; News Media; *Newspapers; *News
Reporting; Occupational Surveys; *Religion
IDENTIFIERS- *Journalists; *Religion News

A study surveyed the religion news reporters at daily newspapers i all circulation classes to assess the current state of the religion beat. Mail surveys were completed by 141 newspapers. Information concerning the following areas was solicited: (1) demographic characteristics (respondent's age, sex, religious preference), (2) staffing arrangements (respondent's title, supervisor's title, amount of time devoted to religion news coverage), (3) allocation of space, and (4) news-gathering practices (use of personal contacts, wire services, specialized religion news services). Findings indicated that approximately two-thirds of religion reporters at smaller newspapers and slightly over half of the journalists at papers with circulations over 50,000 were women. Religious preferences closely paralleled those of the population as a whole. Approximately half of the respondents reported being college graduates. Only 25% said they work full time on religion news, and 82% work alone. Among all respondents, approximately two-thirds used personal contacts frequently to find stories. Most respondents indicated that they had authority to decide which stories they would cover personally. A composite of the typical religion reporter, according to this survey, was a protestant, college-educated female, religiously active, with about ten years' experience in journalism and about four years' experience covering religion news. (Tables of data are included.) (AEW)

ED 283 172 CS 210 591

Polanski, Virginia G.
Real-World Research for Freshman.
PUB DATE- 30 Mar 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; *Freshman Composition; Higher Education; *Research Papers (Students); Skill Development; *Student Research; *Writing Instruction; Writing Skills
IDENTIFIERS- *Reality Research

Freshman composition teachers who are attuned to real-life writing situations can extend the scope of traditional research paper assignments and at the same time meet the writing needs of other disciplines. For example, history students could record data from old records, or fine arts students could describe their artistic observations. To lead students into real-world studies, the following basic questions are helpful: (1) What is the problem? (2) What have others done to solve it? (3) What further research needs to be done? (4) What is the student going to do and how will it be done? (5) What information did the student find? and (6) What conclusions did the student draw and what do they imply? While students are researching their problems, they can be encouraged to analyze methodology and instruments with an eye to designing their own. Classroom activities could include library introductions to specialized indexes and bibliographies, as well as guidelines for determining sample sizes to assure randomness and for conducting trial surveys. Students who lack the background for statistical studies can report their findings in terms familiar to them. For example, one student was able to trace her family history through records, letters, diaries, the family Bible, and interviews. When the final draft of a research paper is completed, the students have explored topics of real interest to them and learned new skills because they needed them. (NKA)

ED 283 239 EA 019 430

Gregory, Gwendolyn H.
Supreme Court Update.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Affirmative Action; Civil Rights; *Constitutional Law; *Court Litigation; Due Process; Elementary Secondary Education; Expulsion; *Federal Courts; Legal Costs; Legal Responsibility; Postsecondary Education; Racial Discrimination; Religious Holidays; *School Law; Sexual Harassment; Teacher Dismissal; Teacher Rights; Torts
IDENTIFIERS- *Supreme Court

Supreme Court decisions made during the previous and present terms as well as some that will be rendered next term are discussed. Among the cases, the following are of particular relevance to school board members. In "Memphis Community Schools v. Stachura" the Court declared that damages based on the "value" of constitutional rights are not truly compensatory. The Court has agreed to hear, under the Education for All Handicapped Children Act, "Honig v. Doe" on the subject of discipline of handicapped children. In "Meritor Savings Bank v. Vinson" the Court ruled that employers are not always automatically liable for sexual harassment by their supervisory employees. In the case of "Ansonia Board of Education v. Philbrook" the Court ruled that an employer need only offer "a reasonable accommodation" to an employee's religious belief to meet its obligation under Title VII. In "Wygant v. Jackson Board of Education" the Court decreed that societal discrimination alone cannot justify any racial classification adopted by a public employer. School boards are advised to examine any particular race conscious remedial plans they may have, and boards that are contemplating a change in a strict seniority layoff scheme should think twice before so doing. Appended are 53 legal footnotes. (MLF)

ED 283 278 EA 019 500

Wade, George H.; Nehrt, Roy C.
Public Elementary and Secondary Education in the United States, 1982-83 and 1983-84: A Statistical Compendium. Fifth Edition.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-109
PUB DATE- Jun 87
NOTE- 335p.; For a previous edition, see ED 249 649.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 065-000-00302-3, $11.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Employment Statistics; Enrollment; *Institutional Characteristics; National Surveys; *Profiles; *Public Education; School Districts; *School Statistics

This report presents compiled data summaries concerning public elementary and secondary education for all 50 states and the District of Columbia for 1982-83 and 1983-84. Further, state profiles exhibit the rank of each state for selected variables. State Education Agency administrative reports and records based on data from local agencies provide the statistics for the document. In addition to information encompassing the general categories of institutional, pupil, staff, and finance data, the report includes selected data from the 1980 Census of Population and Housing for a contextual guide. The selected characteristics profiled include the number of school districts; the number of schools; enrollment; attendance; the number of high school graduates; staff employment data; school district revenues; current expenditures; the revenue per pupil in average daily attendance from local, intermediate, state, and federal sources; the current expenditure per pupil for instructional, noninstructional, and support services; the number of officials or administrators per 100 employees; and the number of classroom teachers per 100 employees. (RG)

ED 283 303 EA 019 537

Pavan, Barbara Nelson

Sex Role Stereotyping for Household Chores by Aspiring and Incumbent Female and Male Public School Administrators.

PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; Administrator Role; Elementary Secondary Education; Employed Women; *Employment Practices; *Equal Opportunities (Jobs); Homemakers; Personnel Policy; Public Schools; School Districts; Sex Differences; *Sex Role; *Sex Stereotypes; Surveys
IDENTIFIERS- *Division of Labor (Household); Pennsylvania

A survey of male and female school administrators in Pennsylvania reveals that sexual division of labor in household activities differs little from stereotypical role expectations. A survey, mailed to 1,324 male and female administrative incumbents and aspirants, yielded 622 responses for a rate of 47 percent. The survey explored personal characteristics, career pathways, and strategies. Researchers developed the following question: Do hours per week spent by self, by one's partner, or by others on job/career, child care, cleaning house, family finance, food shopping/meal preparation, laundry, outdoor chores, and parental care differ by gender, age, incumbent-aspirant position, children's ages, marital status, partner's occupation, and gender/certificate level? Both genders spend equivalent time on careers, but findings show that women worker longer weeks. Unsurprisingly, these women indicate insufficient time and child care as barriers to career advancement; female incumbents are less likely to have children under 18 than male counterparts. Men spend more time on outdoor chores and women devote more time to household tasks and parental care, even in two-career families. Single person households are mostly headed by women who spend less time on careers and more on household chores than average. As a result of the study it is recommended that school districts take action in three areas (curricula, provision of child care, and job restructuring) in order to provide equitable opportunities for women to become administrators. (CJH)

ED 283 317 EC 192 746

Svec, Henry J.
Learning Disabled or Selectively Enriched? An Application of Studen
Strengths to Program Planning.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; Coping; Educational Objectives;
Elementary Secondary Education; *Enrichment Activities; *Gifted;
*Learning Disabilities; *Models; Student Evaluation
IDENTIFIERS- *Selective Enrichment

The paper investigates specific "gifted" qualities of some learnin
disabled students within the context of assessment and individualized programming. It is suggested that learning disabled children who have definite areas of strength receive "selectively enriched" programming in these areas. An educational model is proposed which would allocate the greater portion of program time to teaching to student strengths. After comprehensive multi-method evaluation, basic coping skills would be taught in the deficit areas, while an enriched educational program stressing career goals and interests would be provided in the areas of strength. Periodic re-evaluation would provide ongoing program modification. (DB)

ED 283 332 EC 192 761

Documentation Guide for Handicapped, Disadvantaged, and Limited-English-Proficient Students in Vocational Education Programs and Services.

California State Dept. of Education, Sacramento.

PUB DATE- 86

NOTE- 30p.; For related documents, see EC 192 759-762.

AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00, California residents add state tax).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accountability; *Disabilities; *Disadvantaged; *Federal Legislation; *Limited English Speaking; Outcomes of Education; Program Costs; Recordkeeping; Secondary Education; *State Standards; *Vocational Education

IDENTIFIERS- *California; Carl D Perkins Vocational Education Act 1984

The guide provides information to eligible recipients on how programs and services for handicapped and disadvantaged students who are enrolled in vocational education programs under the Carl D. Perkins Vocational Education Act, 1984 (Public Law 98-524) must be documented in California. Documentation is intended to provide answers to the following ten questions: (1) Who were the participants? (2) Were the participants disadvantaged or handicapped? (3) Were the participants enrolled in a vocational education program listed on the projected inventory for each school site? (4) Was the effort an excess cost (beyond the normal effort provided all students)? (5) Did the service correspond to the student's diagnosed need? (6) Was the required proportionate amount of funds used to provide services for limited-English-proficient students? (7) Did personnel meet the qualification criteria established in the Three-Year Federal Supplement to the California State Plan for Vocational Education? (8) Were reported excess costs actually incurred? (9) Were reported excess costs incurred only for the portion of effort dedicated to qualified participants? (10) What were the results of the remediation efforts? Separate sections provide guidelines for documenting the participants, the programs and services, and costs. Appendixes provide the federal mandates, state directions, and local options for available funds; a vocational education student/course inventory; sample forms to identify disadvantaged/handicapped students; and a flowchart for documenting programs. (DB)

ED 283 346 EC 192 775

Blackman, James
Warning Signals: Basic Criteria for Tracking At-Risk Infants and Toddlers.
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- 86
NOTE- 14p.; For related document, see ED 277 470.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; *Disabilities; Genetics; *Handicap Identification; *Health Services; *High Risk Persons; *Infants; Interdisciplinary Approach; Mothers; Neonates; Prevention; Screening Tests; Socioeconomic Status; Special Health Problems; *Young Children

Developed by a multidisciplinary group (convened by Project Zero to Three) of 17 experts in the identification and evaluation of high risk infants and young children, this manual presents basic criteria for tracking at risk infants and toddlers. The first section answers such questions about the criteria as the following: What is a tracking system for high risk infants and toddlers? Can these criteria be used by service providers who are not health care professionals? What assumptions have been made in developing the list of criteria? Why does the list of risk factors focus on the child rather than on the family? Criteria are then listed in the following groups: parental and psychosocial factors (no prenatal care, maternal age of less than 15 years, maternal phenylketonuria, parental sensory impairment, parental substance abuse, parental psychiatric disorder, lack of permanent housing); the newborn (low birth weight, respiratory distress, neonatal seizures, microcephaly or macrocephaly, suspected sensory impairment); issues regarding health maintenance (absence of regular professional health supervision); newly diagnosed familial disorders with developmental implications; evidence of growth deficiency/nutritional problems/anemia; known central nervous system insult (infection, trauma, asphyxia, malignancy of the brain or spinal cord); severe chronic illness (respiratory, cardiac, chronic otitis media, seizure disorder); and atypical or delayed cognitive, socioemotional, motor, sensory, or behavioral development. (DB)

ED 283 021 CE 047 481

Leptak, Jeffrey
Older Adults in Higher Education: A Review of the Literature.
PUB DATE- 3 Jun 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Adult Students; *Cognitive Style; Educational Research; *Higher Education; Literature Reviews; *Older Adults; *Participation; Research Needs; School Attitudes; Services; Student Attitudes; *Student Characteristics

The literature on the field of older adults in higher education is fairly new. Until 1975 almost all of it was normative or speculative. With the publication of the first volume of the journal "Educational Gerontology" in 1985, however, the amount of literature in the field increased dramatically. The literature on older adults in higher education may be divided into works dealing with the following topics: the characteristics, attributes, and attitudes of older adults; reasons why older adults participate in higher education; the learning preferences and abilities of older adults; and support services available to older adults and the effectiveness of these services. The research shows that the older adults who enroll in higher education are generally well educated already, in good health, and without financial problems. Older adults appear to have little need, and for that matter little desire, for supportive services. In fact, many intended incentives such as free tuition and the auditing option appear to be disincentives for some older adults. The amount of research on older adults in higher education is disproportionate to the number of persons who are ever likely to enroll. Areas where more research could be useful include studies of programs offered at community colleges or qualitative research on learning styles and classroom behaviors of older adults. (MN)

ED 283 034 CE 047 507

McMullan, Bernard J.; Snyder, Phyllis
Youth Corps Case Studies: Katimavik, The Canadian Youth Corps.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Apr 86
NOTE- 115p.; For related documents, see CE 047 498 and CE 047 502-508.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Conservation (Environment); *Conservation Education; Foreign Countries; *Outcomes of Education; Postsecondary Education; Program Administration; *Program Effectiveness; Student Characteristics; *Youth Employment; *Youth Programs
IDENTIFIERS- Canada; *Katimavik Program (Canada); *Youth Conservation Corps

For 9 years ending in 1986, the Canadian government sponsored a national youth volunteer service program called Katimavik (an Inuit word meaning "meeting place"). During its existence the program shared several characteristics with many youth corps in the United States: it served youth between the ages of 17 and 23 regardless of family income, it fostered youth development through both work and group living, and it placed some emphasis on environmental education. In its final program year (1985-1986), Katimavik had a budget of $19.7 million in Canadian funds ($14.1 million in U.S. currency) with slots for 1,584 participants in 132 groups throughout Canada. Katimavik's goals and design differed markedly from those of its counterpart program in the United States. The overriding objective of the Canadian program was to bring together Canadian youth from diverse backgrounds and teach them to live with and learn from each other. Work was seen not as an end in itself, but as a way of achieving or enhancing personal development among Katimavik participants. About 25 percent of participants' time had to be spent on work efforts in social service activities. Katimavik had some success in providing a volunteer work force to accomplish physical and social service work; however, because supervision of the corpsmembers was left to work sponsors rather than to Katimavik staff, the quality of the work varied greatly. It also appeared that the program's youth development-related goals were so wide ranging that they defied consistent fulfillment. (MN)

ED 283 186 CS 210 614

Ogles, Robert M.
Current Research on Television-Influenced Constructions of Social Reality.
PUB DATE- 4 Aug 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mass Media Effects; *Social Cognition; Technological Advancement; Television Research; *Television Viewing; Use Studies
IDENTIFIERS- Audience Response; *Cultivation Theory (Television); Gerbner Study; Media Characteristics; *Media Exposure; Media Use; Television Role

On the assumption that the mass media, to some degree, shape their users' thoughts about the nature of the world, this paper explores the development of a framework for studying television-influenced social reality--the controversial television-viewing-and-aggression hypothesis known as cultivation theory, as well as recent cultivation theory studies, and directions for future research into the cultivation effect. The first section of the paper provides the definition of social reality in the context of mass communication, and discusses the historical cleavage between the European and American traditions of research on knowledge, culture, and communication as addressed by several researchers. The second section concentrates on G. Gerbner's concept of cultivation theory, in which he argues that the discrepancy between television content and the "real world" results in two sources of dissimilar information about the nature of the world--whichever body of information guides an individual's orientation to the world depends on the amount of television to which that person has been exposed. Recent research in cultivation studies is also reviewed extensively in this portion of the paper. The last section considers relevant areas for future research, and how the rapid advancement of technological resources (especially the proliferation of cable TV and video recorders) has complicated the measurement--and therefore the effects--of television viewing. (A figure, a table of data, and 46 footnotes are included.) (NKA)

ED 283 212 CS 210 659

Schwertman, Kathryn A.
The Mystery of Misconnecting Agendas.
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; College English; *Communication Skills; Feedback; *Freshman Composition; Higher Education; Prewriting; *Teacher Attitudes; Teacher Role; *Teacher Student Relationship; Writing Instruction; *Writing Processes
IDENTIFIERS- *Teacher Student Conferences

Many college freshmen find it difficult to explore their ideas about writing in the presence of teachers who have already decided the agenda for their student-teacher conferences. Teachers often feel compelled to lead the conversation and fall into an authoritarian model of interaction, "depositing" knowledge into students and ignoring questions that do not fit the agenda. When words or concepts become authoritarian--fixed models in the minds of teachers and students--possibilities for exploring alternatives diminish. Teachers must clear their minds of any preconceived ideal agendas and enter the conference willing to focus on the concerns of the student and the emerging narrative. The way in which teachers and students perceive what happens in a conference influences the outcome of not only the conference, but also of the paper being discussed--fixed-agenda conferences are likely to result in papers consisting of the students' approximations of the teacher's idea of an ideal treatment of the subject. A preferable conference scenario involves dialogue, a chance for students to formulate their own ideas with feedback from the teacher, whereby the resulting papers will take the form students decide is rhetorically appropriate to their intentions as writers. Students often know where their weaknesses as writers lie, but unless the teacher bothers to listen, an opportunity to make real progress in the students' writing will be lost. (AEW)

ED 283 225 CS 505 628

Palmeri, Anthony
Walter J. Ong's Perspectives on Rhetoric.
PUB DATE- 19 May 87
NOTE- 52p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Communication Research; *Epistemology; *Intellectual History; *Rhetoric
IDENTIFIERS- McLuhan (Marshall); *Ong (Walter); *Rhetorical Theory; Rhetoric as Epistemic

In order to demonstrate Walton J. Ong's continuing relevance to the field of rhetorical theory, a review of his intellectual contributions and development is conducted in three stages, covering not only Ong's books and major articles but also his Jesuit educational history and his reviews of other theorists. In the first period (1939-1950), Ong's involvement with New Criticism under the tutelage of Marshall McLuhan produces critical writings concerned with close textual analysis and (in opposition to New Criticism) an emphasis on the personal and historical context of the work. In the middle period (1950-1967), Ong's concern with the "shifting sensorium"--the move from a sound oriented noetic to a sight orientation--also originates with McLuhan, who introduced Ong to Ramus studies in 1939. This "aural-visile" approach to intellectual history diverges from the views of "traditional rhetoricians," as is evident in the debate between Ong and elocution theorist W. S. Howell, in which Ong's argument explains how elocutionism arose, paradoxically, out of the new subjugation of oral delivery to the inscribed word. In the third period (1967-present), Ong's work on the transformation of the word from orality, to literacy, to electronics, contributes to a common jargon for the issue of media shifts and the accompanying change in mental processes, with McLuhan, E. A. Havelock, and A. B. Lord reciprocal influences in Ong's orality and literacy perspective. The interdisciplinary, diachronic and metarhetorical aspects of Ong's career make him one of the prominent rhetorical theorists of the twentieth century. (JG)

ED 283 252 EA 019 471

Critical Practice in Educational Administration. Study Guide 3.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0199-7
PUB DATE- 85
NOTE- 52p.; One of three study guides (see EA 019 469-470) prepared as course material for "Introduction to Educational Administration (Course EED-431).
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Victoria 3217, Australia ($8.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; Administrators; Bureaucracy; Decision Making; *Educational Administration; *Educational Philosophy; *Educational Theories; Foreign Countries; Higher Education; Participative Decision Making; Theory Practice Relationship

This book is the third in a set of three study guides designed to help students of educational administration critically analyze contemporary theory in the field, examine the field from a new viewpoint, and develop their own, more practical knowledge base. The first of the volume's three sections, by John Codd, explores the notion that administration is philosophy in action. The section argues that dichotomies between facts and values, observations and interpretations, and practice and theory cannot be sustained, and that the technological view based on such dichotomies must be rejected. Instead, administrative action should combine both executive and critical-reflective dimensions. The second section, by John Clark, considers the ways in which different approaches to decision making relate to practical situations in which any decision will cause conflict. The practical value of a critical theory approach is illustrated. The third section, by Richard Bates, describes the impact of bureaucratization on educational administration and on social endeavors in general, and calls for the demystification of organizations and the democratization of education. Each section offers recommended readings and activities and provides a list of references. A postscript by Laurie Rattray-Wood reviews the basic goals of the study guide series. (PGD

ED 283 265 EA 019 485

Rogus, Joseph F.; Yeager, Robert J.
The Development Director: Making Each Moment Count.
National Catholic Educational Association, Washington, DC. Office of Development.
PUB DATE- 87
NOTE- 46p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007 ($7.30).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Administrators; *Catholic Schools; Elementary Secondary Education; Institutional Environment; Leadership; Organizational Climate; Private Schools; School Support; Self Evaluation (Individuals); *Time Management
IDENTIFIERS- *Development Director

This booklet guides the development director of a parochial elementary or secondary school in making effective use of time. The booklet's introduction considers the development director's role as a leader and describes four factors rendering this leadership function complex: (1) the conceptual, technical, and human dimensions of the director's role; (2) the position of the director within the school and church hierarchy; (3) the draining nature of the leadership process; and (4) the "unconscious conspiracy" within schools that distracts leaders from important matters. These factors make it vital for the director to make effective use of time and to organize the job in ways that encourage focusing on important issues. To answer the questions that a director faced with these needs might ask, the booklet describes methods both for taking care of oneself and for taking care of others. These methods emphasize minimizing the sources of time loss, managing day-to-day routine, managing motivational activities, managing helping relationships, handling (and sometimes creating) conflict, and developing a supportive school climate. Checklists for self-assessment are provided, and a nine-item bibliography is included. (PGD)

ED 283 291 EA 019 517

Charters, W. W., Jr.

Role Coupling in the School's Work System: Operationalizing Task Interdependence among Teaching Personnel.

PUB DATE- Feb 75
NOTE- 10p.; Working paper prepared for a Meeting of the Task Group on Educational Systems as Loosely Coupled Organizations (LaJolla, CA, February 2-4, 1975).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Concurrent Validity; Educational Theories; Elementary Education; *Generalization; Instructional Innovation; Longitudinal Studies; *Organizational Theories; Participative Decision Making; Research Needs; Research Utilization; Role Theory; *School Organization; *Self Contained Classrooms; *Team Teaching; *Theory Practice Relationship
IDENTIFIERS- Role Coupling

This conceptual expression of "task interdependence," or role coupling, derived from research of elementary teachers in self-contained schools and team teaching schools, recommends that organizational theory provide clear concepts and measures to capture significant variations among schools. Research, measuring the independence-interdependence variable before and after team teaching implementation, sought a high degree of task interdependence. Autonomous personnel in a loosely coupled system were reorganized into collaborative work groups in a tightly coupled system. Researchers identified three types of task interdependence among teaching pairs: (1) resource interdependence--drawing on scarce resources; (2) throughput interdependence--depending upon another teacher to release pupils before the teacher can proceed; and (3) instructional interdependence--pursuing the same instructional activities and pupils. Instructional interdependence was measured because its intensity presupposedly increases with frequency of events, which imposes contingencies. Base information was obtained from daily teacher records of pupils and subjects taught. Observations indicate a loose coupling in the work system of team teaching schools; instructional interdependence is rare. Such characterizations of conventional schools as teacher isolation are over-drawn, for researchers found varying departures. Ironically, in contrasting conventional schools with team teaching schools, researchers discovered that what informants described was not, after measurement, so conventional. Stereotypes of the school's work system require replacement with useful categories by careful description and measurement. (CJH)

ED 282 980 CE 047 386

Packard, Beth
Summer Technical Institute. Final Report.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 86
NOTE- 68p.; For a related document, see ED 281 015. Portions of appended publicity materials may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Educational Needs; *Females; Higher Education; High Schools; High School Students; *Institutes (Training Programs); Mathematical Applications; Models; *Nontraditional Occupations; *Occupational Aspiration; Program Implementation; Sex Fairness; *Summer Programs; *Technical Occupations; Vocational Education; Womens Education
IDENTIFIERS- Arizona

The Summer Technical Institute project was funded by the Arizona Department of Education to encourage sex equity in vocational education in the state. The project was designed to (1) encourage young women to consider technical careers, (2) provide activities to promote success and self-confidence, (3) provide an opportunity for young women to interact with successful role models, (4) encourage them to plan nontraditional careers, and (5) give young women the opportunity to apply mathematical concepts in technology. Following a literature review, a pilot program was developed and two pilot Summer Technical Institutes were conducted at Northern Arizona University during June 1986. To achieve the objectives of the project, the instructional component was divided into three major elements: computer awareness, career decisions, and production processes. Applications of science and mathematics were incorporated in the production processes unit. Another aspect of the institute's design dealt with the need of the participants for socialization and belonging during their week away from home. Student participants and adult leaders rated the program highly. (This report represents the last phase of the project. It incorporates the evaluations and ideas of students, business participants, and advisory members, as well as the instructional staff. Intended to serve as a model, the guide describes the processes involved in creating and carrying out the Summer Institutes at Northern Arizona University. Documents used for the project as well as newspaper items and other publicity materials are provided in extensive appendixes to the report.) (KC)

ED 282 994 CE 047 427

Zuga, Karen F.
Industrial Arts Reform: Trapped in a Technocratic Ideology. (Limitations Imposed by Ideology While Reconceptualizing Industrial Arts Curriculum).

PUB DATE- 21 Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Development; Educational Research; *Ideology; *Industrial Arts; *Industrial Arts Teachers; Secondary Education; *Technology; Trade and Industrial Education; *Values

The influence of a technocratic ideology in industrial arts education was examined through a critical study of a curriculum revision project. Qualitative methods of investigation were used to analyze and critique the curriculum revision process and product. Primary emphasis was on the curriculum meetings held to discuss and plan changes in industrial arts education. Transcribed comments of participants and information gathered through interviews, documents, and field notes were categorized. The study became focused on the influences of the predominant ideology, and categories that were created were compared with the aspects of technocratic ideology. Constructs of technocratic ideology as defined by Bowers--mechanisticity, reproducibility, measurability, componentiality, problem-solving inventiveness, and self-anonymization--were related to results of the curriculum revision. The teachers' technical background and mode of operating combined with the rational curriculum revision had an influence on the curriculum revision--an influence that may emanate from a technocratic ideology with roots in the history of industrial arts education. Detrimental effects of technocratic ideology upon curriculum reconceptualization in industrial arts were identified: simplification of the subject, potential student alienation, and the reproduction of unequal class structures. The question of the ability to influence or change the ideological framework of teachers was raised. (YLB)

ED 283 008 CE 047 445

Preparing Soups. Learning Activity Pack and Instructor's Guide 5.10b. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

REPORT NO.- IE-334-BK-85; IE-335-BK-85

PUB DATE- Jan 85

NOTE- 70p.; For other documents in this series, see CE 047 434-456.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education

IDENTIFIERS- Florida; *Food Preparation; *Soups

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with preparing and serving soups. Illustrated information sheets and learning activities are provided in these areas: thin soups, thick soups, convenience soups, and service of soups. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 049 CE 047 536

New Roles for Men and Women. A Report on an Educational Intervention with College Students.

Catalyst, New York, N. Y.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

PUB DATE- 87
NOTE- 97p.; This report was made possible by a grant from RJR Nabisco.
AVAILABLE FROM- Catalyst, Dept. CR1, 250 Park Avenue South, New York, NY 10003 ($9.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Career Choice; *College Students; Curriculum Development; Dual Career Family; *Employed Parents; Family Attitudes; Higher Education; Instructional Materials; Intervention; Nontraditional Occupations; Outcomes of Education; Pretests Posttests; Sex Differences; *Sex Fairness; Sex Role; *Sex Stereotypes; Student Attitudes

A study examined college students' attitudes about career and family roles for men and women and investigated the potential effect on these attitudes of specially designed interactive curricular materials. A total of 377 students (152 males and 225 females) from six diverse college campuses located throughout the country voluntarily participated in a field study of a newly developed set of curriculum materials focusing on career and family values. Pre- and posttests were used to gather demographic, evaluative, and attitudinal data. The students' initial attitudes about such issues as career motivation, parenthood, the difficulties experienced by working couples, and plans to take parental leave indicated that the students of both sexes "wanted it all." Students of both sexes originally had a somewhat narrow view of the problems involved in developing and maintaining careers, and their initial recognition of the trade-offs involved in combining work and family was rather limited. The responses obtained after exposure to the interventional curriculum materials showed an increased awareness of workplace realities (in particular, the fact that getting ahead depends not only on high performance but also on awareness of office culture variables), and it appeared that some basic assumptions about male and female roles had been challenged. (Appendixes include supplementary information on the study's design and methodology; supplemental demographics, expectations, and evaluations; a sample syllabus; and a sample Catalyst exercise on values, goals, and priorities.) (MN)

ED 283 062 CG 019 951

McCammon, Susan; And Others
Community Post-Tornado Support Groups: Intervention and Evaluation.
PUB DATE- 23 Aug 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related documents, see ED 282 163 and CG 019 952.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Services; Coping; *Counseling Techniques; *Crisis Intervention; *Emotional Adjustment; Emotional Response; *Group Counseling; *Natural Disasters; *Social Support Groups
IDENTIFIERS- North Carolina

Post-tornado support groups were organized by the Greene County, North Carolina disaster coordinators and the Pitt County outreach workers from the Community Mental Health Center sponsored tornado follow-up project. The most significant intervention used was the emphasis on creating a climate of group support by establishing a forum for participants to share experiences and feelings. Educational interventions included providing information on common reactions to traumatic events, weather and tornado safety, and available resources for material and financial assistance. Cognitive control and mastery of the event were promoted through use of thought stopping, a brief biofeedback demonstration, relaxation training, cognitive ecology (controlling catastrophic thinking, substituting coping statements), stress inventory and stress management techniques, and participants' sharing of fear reduction strategies. Separate activities were conducted for children. Activities to prepare for termination of the groups included gradually increasing time between meetings, discussion of termination, and meeting on the one-year anniversary of the tornado. Attendance patterns showed high attendance at the initial meeting followed by some fluctuation around a stable core of participants. On evaluation questionnaires members rated the groups highly. Facilitators believed personal well-being was enhanced for participants. Recommendations for future post-disaster groups include offering sessions in addition to the regular support group to provide behavioral interventions for fear reduction, sleep disturbances, and nightmares. (Author/NB)

ED 283 076 CG 019 965

Schmidt, Veronica J.; Scott, Norman A.

Home-Career Conflict: An Exploration of the Delicate Balance.
PUB DATE- Aug 86
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Employed Women; *Family Structure; Females; Feminism; *Parents; *Role Conflict; *Spouses

Conflict between home and work roles has been well documented. Although a variety of correlates of home-career conflict have been studied, the research literature presents a set of interrelationships which need further clarification. A study was conducted to test hypothesized relationships between home-career conflict and the variables of career commitment, commitment to family roles, number of roles, marital status, parental status, spouse support, attitudes toward women, and family configuration. Subjects were male (N=7) and female (N=67) clerical, managerial, and professional employees of a large health insurance company. Subjects were primarily young married women who had young children at home. Questionnaires assessing demographic variables, number of respondent roles, commitment to career and home roles, spouse support, attitudes toward women, family configuration, and home-career conflict were completed by subjects. The results indicated that respondents who experienced less home-career conflict were high in subjective estimates of career commitment. Home-career conflict increased with greater commitment to the parent role, but not to the spouse role. Subjects who were married, parents, and involved in multiple roles had higher levels of home-career conflict than those who were not married, not parents, and involved in fewer roles. Family configuration had a major impact on home-career conflict, while the impacts of spouse support and of feminist views were insignificant. (NB)

ED 283 104 CG 019 993

Bennett, Sheila Kishler; Kimmel, Ellen

Exploring the Origins of Women's Conflicts in Achievement Striving: A Comparative Look to the East.

PUB DATE- Jul 86
NOTE- 23p.; Paper presented at the International Congress of Cross-Cultural Psychology (8th, Istanbul, Turkey, July 6-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *Affiliation Need; *Cultural Influences; *Foreign Students; Graduate Students; Higher Education; Peer Relationship; Self Evaluation (Individuals); *Sex Differences; Student Adjustment; *Values
IDENTIFIERS- *Chinese People

The presence of increasing numbers of students from the People's Republic of China in American graduate and professional schools provides the opportunity for a natural experiment testing one broadly-accepted explanation of gender differences in American context. A study was conducted to examine whether these students, arriving from an educational system in which pedagogic philosophy and political ideology emphasize group rather than individual achievement, experience in American institutions the same conflicts as American women are hypothesized to experience when individualistic achievement striving comes into conflict with affiliative needs. This preliminary study involved qualitatively rich interviews with seven female and six male Chinese graduate students from the People's Republic. An analytic model in which prior socialization and the perceived attitudes of peers toward achievement striving act upon the importance the individual places upon personal versus group achievement was assessed. Subjects were found to be highly achievement-oriented, with men exhibiting somewhat lower levels of personal achievement orientation and somewhat higher levels of peer orientation than women. A modest but consistent tendency for those who rated their own achievement highly to report a higher level of positive accommodation and a lower level of anxiety than students who did not rate their achievement highly was observed. No evidence was found of a relationship between group orientation and adjustment and accommodation measures. (Author/NB)

ED 283 131 CS 008 846

Breen, Leonard; Williams, Richard P.

The Congruence of Teacher and Student Perceptions of Classroom Teaching Activity.

PUB DATE- Dec 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; *Classroom Communication; Classroom Environment; Educational Research; Grade 3; Primary Education; Social Cognition; *Student Attitudes; *Student Behavior; Surveys; *Teacher Attitudes; *Teacher Behavior; Teacher Response; Teacher Student Relationship

Based upon the hypothesis that a person's behavior is dictated by the immediate environment, a study was conducted to investigate whether student's perception of their best liked and least liked subjects was affected by their teacher's perception of the subjects they liked to teach best and felt most knowledgeable about. Participants, 47 third grade teachers and their 984 students, received color-coded attitude surveys, each color representing a subject taught. Students were asked to rank the subjects they liked best and rank the subjects they believed their teachers best liked teaching; teachers were asked to rank the subjects they felt they had the greatest knowledge in, the subjects they felt they taught best, and the subjects they preferred to teach. Results, tabulated for congruence between student and teacher responses, showed that both teachers and students preferred mathematics and reading over other subjects. They differed in their preference for language arts and social studies, teachers preferring the former, students the latter. No cause and effect relationship was established for student behavior or academic success, but a number of questions for future research, such as how teachers communicate their preferences to students, were posed. (Four tables, a discussion, and reference list are included.) (JC)

ED 283 145 CS 210 420

Robitaille, Marilyn M.
Using the Lesson Cycle in Teaching Composition: A Plan for Creativity.

PUB DATE- Feb 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (Corpus Christi, TX, February 5-7, 1987).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; *Descriptive Writing; Instructional Innovation; Prewriting; Secondary Education; *Teaching Methods; *Writing Exercises; Writing Improvement; *Writing Instruction
IDENTIFIERS- Literary Techniques

Designed to combine the science and the art of teaching composition, this series of assignments encourages junior high and high school writing students to explore tone, original visual images, point of view, and other literary techniques. One assignment asks students to write a number of paragraphs alternately using sarcasm, humor, melancholy, and a journalistic tone. Another assignment teaches students to avoid using figures of speech that are "dead fish" by acting out some cliches and trite sayings to prove that the images evoked are not only over-used, but also not terribly interesting to see. Each of the assignments described includes comments on objectives, a list of materials, a description of the activity's focus, an explanation of the activity, practice suggestions, and extended applications. Students work through a series of small assignments until they are ready to experiment with writing descriptive essays, dialogues, and summaries. (AEW)

ED 283 173 CS 210 593

Castelucci, Maryann Feola

Reading and Writing in Groups: How Does It Work and What Are Gains?

PUB DATE- 24 Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Developmental Writing Conference (7th, Norfolk, VA, April 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Class Organization; *Cooperation; Developmental Studies Programs; *Group Dynamics; Higher Education; *Student Attitudes; *Teaching Methods; Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- Basic Writing; *Collaborative Learning

Working collaboratively can be uncomfortable and bewildering, especially for developmental students. It is common for students to be anxious about their first experience with group work, and often they have a lot of questions about grading, cooperation, and what might happen if the group does not get along. The amount of time and variety of ways instructors spend preparing themselves and their students for group work depends on students' needs and the teaching style of the particular instructor. Some people work well in groups and some do not, and it is useless for a teacher to spend too much time trying to convince students of the virtues of collaborative work. It is far more worthwhile simply to divide them into groups and let them draw their own conclusions. One teacher reported that her students' writing became more coherent and grammatically correct as their group work progressed. A survey about what they thought of collaborative work indicated that among the benefits of working in a group the students perceived were (1) exposure to a variety of ideas, (2) an appreciation of the value of concise writing, and (3) the importance of detail. The success of any collaborative project depends upon the students involved, but judging from what these students reported gaining from working in groups, it is a worthwhile experiment. (Excerpts from students' survey responses are included.) (AEW)

ED 283 200 CS 210 635

Hicks, Patricia Thandi
The Relationship between an Oral Rhythmic Style of Communication (Ra
Music) and Learning in the Urban Preschool.
PUB DATE- Jun 87
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associative Learning; Blacks; Classroom Techniques; Educational Research; Hispanic Americans; *Instructional Innovation; Language Usage; Learning Processes; *Learning Strategies; Minority Groups; Motivation Techniques; *Music Activities; Preschool Education; Retention (Psychology); *Speech Communication; Teaching Methods; *Urban Education; Urban Teaching; Urban Youth
IDENTIFIERS- *Rap Music; Rhythm

A study explored the effectiveness of "rap music" as a method of instruction for urban preschool children. It was hypothesized that urban preschool children would learn more new content (10 unfamiliar names of body parts) in a classroom environment through the use of rap music for instruction, than would children who received instruction using conversational speech. Subjects, 40 three- and four-year-old Black and Hispanic children from four randomly selected preschools were divided into an experimental group and a control group. Two audio-visual instructional tapes containing the same content material were produced by the principal investigator, but the control group's tape omitted the rap music rhythms. A pretest and a posttest were administered to both groups. Results showed that the two groups differed significantly in terms of the average number of additional body parts that were learned. The rap music experimental group learned more, and the hypothesis was supported. Findings suggest that the use of rap music for instruction of urban preschool children facilitates practice and ultimately increases the child's learning capacity. (Tables of data are included. Appendixes include lyrics and production credits for the "body parts rap," a list of preschools used for research, copies of the pretest and posttest, as well as an extensive bibliography.) (NKA)

ED 283 318 EC 192 747

Levine, Michael P.
How Schools Can Help Combat Student Eating Disorders. Anorexia Nervosa and Bulimia.

National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3289-6
PUB DATE- 87
NOTE- 279p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($22.50 hard copy, ISBN-0-8106-3290-X, Stock No. 3290-X;

$11.95 paperback, Stock No. 3289-6).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Anorexia Nervosa; *Body Image; Body Weight; *Bulimia; Case Studies; *Eating Habits; *Emotional Disturbances; Females; Health Education; High Schools; Nutrition; *School Role; Self Esteem; Social Values; Teacher Role

This book presents a comprehensive review of anorexia nervosa an bulimia and the roles that schools can have in preventing, identifying, and treating these disorders. Chapter 1 provides an overview of student eating disorders and presents a case study of high school student with an eating disorder. Chapter 2 discusses the nature of anorexia nervosa, including major and commonly associated characteristics, the effects of starvation, and teachin implications. Chapter 3 presents a case history of a high school student with anorexia nervosa, from both the student's and her parents' perspectives. Chapter 4 considers the nature of bulimia, including major and commonly associated characteristics, the difference between anorexia nervosa and bulimia, and teaching implications. Chapter 5 presents a case history of a high school student with bulimia, from both the student's and her parents' perspectives. The extent of eating disorders in high school students is addressed in Chapter 6, and the role of culture in the cause of eating disorders is discussed in Chapter 7. Chapters 8 an 9 discuss the causes of anorexia nervosa and bulimia, respectively. Chapter 10 addresses the role of school employees in the preventio of eating disorders. Most chapters provide a list of references. Appendices list four eating disorders organizations and suggested readings and films, including materials for students as well as teachers. (CB)

ED 283 022 CE 047 483

Moore, Richard W.
Private Training and Public Goals: A Study of New York Proprietary Schools.
Training Research Corp., Santa Monica, CA.
SPONS. AGENCY- New York State Association of Career Schools.; New York State Beauty School Association.; Registered Business Schools Association of New York.
PUB DATE- 27 Sep 86
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Comparative Analysis; Competition; Curriculum; Educational Policy; *Education Work Relationship; Enrollment; *Outcomes of Education; Postsecondary Education; *Program Content; *Proprietary Schools; Relevance (Education); Salary Wage Differentials; State Surveys; Statewide Planning; *Student Characteristics; Student Costs; Student Financial Aid; *Vocational Education
IDENTIFIERS- *New York

In the 1983-1984 school year, postsecondary-level proprietary vocational schools served 160,000 students in the State of New York. About 30 percent of the students received public assistance before enrolling and 68,000 students completed a wide array of programs; according to state data, most found employment related to their training. As private for-profit businesses, New York proprietary schools contributed to the state's economy by employing 7,700 people and creating more than 15,000 private sector jobs (through a multilayer effect). School expenditures generated almost $1 billion of private sector sales in the state and $341 million in personal income. Proprietary schools were found to respond quickly to shifts in employer and student demand. However, proprietary school students lack equal access to important sources of both federal and state financial assistance. Despite the proven effectiveness of New York's proprietary schools and benefits to the state's economy, state and federal regulations were found to impose significant costs on them. It was therefore recommended that New York (1) integrate its proprietary schools more completely into its postsecondary education system, (2) streamline regulations governing proprietary schools and make them equally applicable to public and private schools, and (3) educate policymakers as to the economic impact of proprietary schools. (MN)

Rosenblum, Sheila; Leiderman, Sally

Youth Corps Case Studies: The San Francisco Conservation Corps. Interim Report.

Public/Private Ventures, Philadelphia, PA.
PUB DATE- Apr 86
NOTE- 95p.; For related documents, see CE 047 498 and CE 047 502-507.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Conservation (Environment); *Conservation Education; *Outcomes of Education; Postsecondary Education; Program Administration; *Program Effectiveness; Student Characteristics; Urban Areas; Urban Education; *Youth Employment; *Youth Programs
IDENTIFIERS- *California (San Francisco); *Youth Conservation Corps

Established in April 1983, the San Francisco Conservation Corps (SFCC) was the nation's first youth corps program to be exclusively urban and nonresidential. Other unique aspects of the SFCC include its funding mix, emphasis on discipline and productivity, and diverse group of corpsmembers. The SFCC features physical work done in crews under close adult supervision. Corpsmembers work four days each week (for which they are paid $3.35 per hour) and spend a fifth (unpaid) day attending mandatory education and youth development activities. The corps is administered with emphasis on punctuality, discipline, good work habits, cooperation, and physical fitness. Hard work is emphasized over the acquisition of particular skills. Program cohesiveness is attained by starting and ending each day at the corps' center. In 1985 the SFCC's crews accomplished about 100,000 hours of work for more than 75 organizations or sponsors throughout the city. Projects completed include park improvements, playground construction, and landscaping in public housing. Because of its purposeful recruiting of women, Asians, and Hispanics, the SFCC has been more successful than most corps in enrolling people from different cultural backgrounds. The program still has problems recruiting people with children, however, and the typical corpsmember is still male, single, and from a minority group. (MN)

ED 283 090 CG 019 979

Erkut, Sumru; Fields, Jacqueline P.
Finding Solutions to Relocation Problems of Professionals. Working Paper No. 161.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 86
NOTE- 16p.
AVAILABLE FROM- Wellesley College, Center for Research on Women, Wellesley, MA 02181 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employee Attitudes; Employer Employee Relationship; Employment Opportunities; Incentives; *Personnel Policy; *Professional Personnel; Promotion (Occupational); *Racial Differences; *Relocation; *Work Attitudes

The growing resistance of professionals to relocate in response to a job offer or transfer is being widely discussed. Revisions in corporate relocation policies may be needed to overcome this resistance. Telephone interviews were conducted with 33 male and 35 female professionals in dual-career households to explore reactions to relocation. The results showed that 68% of respondents had moved in the past 10 years while 15% refused an offer to relocate. Only three respondents said they would never relocate, 60% mentioned salary increase and professional advancement as incentives to move, 51% mentioned a job offer in a desirable location, and 24% cited assurance of suitable employment for their spouse as an incentive to relocate. There were no race differences in having moved in the past or willingness to move. Blacks identified the same incentives to relocate as whites but they had additional considerations, including determining whether the company's interest was more than a token hiring of minorities and finding communities which were receptive to minorities. These findings suggest that companies can assist relocating employees by offering flexible relocation assistance benefits showing that the company cares about their well-being, and staying informed about the changing needs of relocating employees. (Author/NB)

Mental Health Care: Licensing and Certification Requirements for Staff in State Hospitals. Fact Sheet for the Honorable Daniel K. Inouye, United States Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-38FS
PUB DATE- Jan 87
NOTE- 11p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Certification; *Health Personnel; *Hospital Personnel; *Mental Health Programs; Nurses; Physicians; *Psychiatric Hospitals; Psychiatrists; Psychologists; Social Workers; State Licensing Boards; State Programs; *State Standards

The Office of United States Senator Daniel Inouye requested information on state minimum licensing and certification requirements for physicians, psychiatrists, psychologists, social workers, and nurses who work directly with patients in state mental hospitals. To obtain this information, the General Accounting Office called the offices of the directors/commissioners of the 50 state mental health programs to inquire about state licensing and certification of these professionals. Eleven states did not provide information (Arizona, Illinois, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, Nebraska, New Mexico, and Wisconsin). The results revealed that the minimum licensing and certification requirements provided for physicians, psychiatrists, psychologists, social workers, and nurses varied among the 39 responding states. The responses showed that: (1) all of the 39 states required physicians and nurses to be licensed; (2) 27 of the 39 states required that psychologists be licensed or certified; (3) 15 of the 39 states required that psychiatrists be licensed and board-eligible or board-certified; and (4) 13 of the 39 states required that social workers be licensed, certified, or registered. Thirty-two of the 37 states that responded to an additional question said that physicians working in state mental hospitals but who are not board-eligible or board-certified as psychiatrists are permitted to provide psychiatric services. (NB)

ED 283 159 CS 210 540

Buddenbaum, Judith M.
Religion Journalists' Perceptions of Religion News and Its Audience.
PUB DATE- Aug 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). For a related paper, see CS 210 539.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Audiences; Churches; Information Sources; Media Research; *Newspapers; *News Reporting; *Religion; Religious Organizations
IDENTIFIERS- *Journalists; *Religion News

A study surveyed newspapers that print religious news to determine the kinds of coverage their religion journalists provide and to determine the type of audience for which they write. Mail surveys were completed by 141 daily newspapers with circulations ranging from under 10,000 to over 100,000. All but 13 respondents provided a working definition of the kinds of stories considered religion news. The most common description emphasized religious organizations as sources of news or as the institutions most affected by the news. Approximately one-fourth of respondents said that there are few appropriate stories available to them, but 83% indicated that they try to provide a particular mixture of stories. The preferred mixtures emphasized religious, content, and geographic diversity as well as a varied writing style (news and features). Respondents also preferred stories appealing to all readers rather than to just one particular group. Data indicated that little has changed in religion news coverage--the emphasis remains on local people, congregations, and events. Results also suggested that larger papers were more likely to provide stories about issues, trends, and doctrine, and to review movies, books, music, and art shows with religious themes. Both the larger and the smaller newspapers recognized that people read religion news as a leisure-time activity and also as part of an attempt to understand the world. (AEW)

ED 283 187 CS 210 615

Stevenson, Robert L.; And Others
Soviet Media in the Age of Glasnost.
PUB DATE- Aug 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communism; Content Analysis; Cultural Differences; Foreign Countries; Government Role; *International Relations; Media Research; *News Media; Newspapers; *News Reporting; Programing (Broadcast); Propaganda; Public Policy
IDENTIFIERS- *Glasnost; Pravda; *USSR

A study analyzed the content of "Pravda," the major newspaper of the Soviet Communist Party and "Vremya," the main evening news program of Soviet television for changes that could be attributed to Soviet General Secretary Gorbachev's policy of "glasnost" (openness). The "Pravda" sample consisted of 18 editions drawn systematically from the first nine weeks of 1987, while the "Vremya" sample was limited to two weeks in January and the first two weeks of the regular World View service which began in February. Results indicated that the news broadcasts were more internationally attuned than "Pravda" and more reflective of "glasnost." The language of "Vremya" and "Pravda" was dull and burdened with ideological excess. Non-exceptional events--texts of speeches, greetings and toasts that fall under the category of protocol news--seemed the staple of Soviet reporting. Surprisingly, Western Europe was covered far more extensively than the Eastern Bloc. Based on these findings, researchers arrived at three tentative conclusions: (1) although there is some open and critical reporting, "Pravda" and "Vremya" remain more like they were in 1967 than like today's Western media; (2) the Soviet Union has shifted its attention from Eastern Europe to its competitors in the West, especially the United States; and (3) there is almost an obsession with equivalence between the two superpowers. These data indicated that talk of "glasnost" in Soviet journalism is clearly an overstatement. (Tables of data and three pages of references are included.) (AEW)

ED 283 213 CS 210 662

Edwards, Lita R.
Process Writing with Hawthorne.
PUB DATE- 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Peer Evaluation; *Process Education; Revision (Written Composition); *Student Writing Models; *Teaching Methods; *Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills

Teachers can use the process writing format for many assignments t teach and refine more skills than are often incorporated in older methods, and this is exemplified by a teaching unit comparing two short stories by Nathaniel Hawthorne. Peer conferences and peer editing in the revision stages, which are features of the process model, can lead to higher student writing standards. Six stages comprise the unit: (1) the prompt--an assignment, in this case inviting the students to contribute a short story to a volume honoring Hawthorne; (2) prewriting, during which students review characteristics of Hawthorne's writing and freewrite using the characteristics as "story starters"; (3) drafting, during which the students use their ideas to draft a story outside of class; (4) revising, the stage during which students work in pairs and check each other's work for flow of ideas, setting, characterization, specificity, and exemplification; (5) editing, during which students pass their stories to peers who mark the work for sentence and punctuation errors; and (6) publishing, the final stage, during which students share stories with groups of five, each group votes for one story to read aloud to the class, and all final copies are turned in. Students become engrossed in the process, and the

revision process enhances development, tone and style. (SKC)

ED 283 240 EA 019 432

Weller, L. David; And Others
The Middle School. Monographs in Education, No. 2, Winter 1987.
Georgia Univ., Athens. Bureau of Educational Services.
PUB DATE- 87
NOTE- 105p.
AVAILABLE FROM- Publication Sales, Bureau of Educational Services, G-9 Aderhold Hall, College of Education, University of Georgia, Athens, GA 30602 ($6.50; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Philosophy; *Educational Planning; Guidance; Humanistic Education; *Interdisciplinary Approach; *Junior High Schools; *Middle Schools; Preadolescents; Secondary Education; Team Teaching
IDENTIFIERS- Georgia; Teacher Counselors

This monograph advances the middle school educational philosophy and explores its special contribution to secondary schooling. The first chapter attributes middle school origins to experimentation with various junior high school grade configurations serving young adolescents since the 1920s. The next two chapters address middle school rationale and components, including continuity, exploration, integration, differentiation, evaluation, socialization, and guidance features. Programs usually stress heterogeneity, as middle schoolers are neither children nor full-fledged adolescents. Chapter 4 treats conversion to the middle school philosophy, focusing on the facilities, resources, and instructional staff needed; implementation strategies; and short- and long-range planning issues. The fifth chapter addresses curriculum organization into core courses and minicourses and explains the concept of continuous progress and contracting for individual study. The sixth chapter examines the importance of affective learning activities, while the seventh outlines school guidance programs, highlighting the teacher-as-counselor concept and controversial counseling issues. The eighth chapter explores various types of flexible scheduling, and the final chapter tackles interdisciplinary team teaching objectives and responsibilities. An appendix outlines Georgia middle school program criteria. References and forms appear at the end of most chapters. (MLH)

ED 283 279 EA 019 501

Pugh, Wesley C.

Reflection-in-Action as a Principal's Learning and Decision-Making Tool.

PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Adjustment (to Environment); Administrator Characteristics; Case Studies; Change Agents; Decision Making; *Disadvantaged Schools; Educational Environment; Educational Researchers; Ethnography; *Instructional Leadership; Junior High Schools; *Personality Traits; *Principals; *School Effectiveness; Secondary Education

This case study of a central office school improvement initiative in an urban school system examines instructional leadership practices of two junior high school principals. The school-based research focuses on correlates of school effectiveness in "low achieving" settings and the principals' capacity to "reflect-in-action," an ability to make ongoing effective decisions about unpredictable problems and situations. Study findings suggest that development and practice of instructional leadership behaviors in low-achieving schools are associated with (1) the environment (school climate); (2) the principals' own past professional experiences and staff development; (3) the issue of empowerment; and (4) the principals' capacity to reflect-in-action. The report presents a typology of principals' instructional leadership practices and an analysis of the researcher's role delineation. The study's primary implications are (1) school districts' research offices can have a positive effect on improvement initiatives through the methodologies of action research and ethnography and (2) researchers' and practitioners' capacities to achieve positive educational outcomes are enhanced by the ability to reflect-in-action. Researcher and principal can thereby become agents for change in improvement initiatives. The report concludes with two reference pages and an appendix identifying the typology and its ethnographic conceptual foundations. (CJH)

ED 283 304 EA 019 542

Deckard, Steve
Home Schooling Laws: All Fifty States. First Edition, 1986.
PUB DATE- 86
NOTE- 75p.
AVAILABLE FROM- Dr. Steve Deckard, 1430 North Citrus, No. 24, Covin
CA 91722 ($16.00; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Compliance (Legal); *Compulsory
Education; Elementary Secondary Education; Home Programs; *Home
Schooling; *Nontraditional Education; Parent Responsibility; Pare
Rights; Parent School Relationship; Parent Student Relationship;
*School Attendance Legislation; School Choice; *State Legislation

To assist parents, educators, and law-makers, this guide presents each state's Compulsory Education Law for Home Schooling situations. Compilation of facts and laws derives from materials collected from the chief state school officer or designated authority. Because many states are updating laws and requirements, the manual is intended as a general guide. Following a table of contents of states, an explanation of the "Summary of Basic Home Schooling Laws" Chart is provided. State laws are defined according to outlined categories and elements. The first category, "application process," for example, identifies elements a parent must follow to start a home school: cost, contact local school authority, and contact state authority. For summary purposes, an "x" is placed in the chart's column for any element that is part of a given state's law. Elements requiring further explanation are designated with another letter. The text, which comprises the bulk of the manual, describes each state's elements in detail. In addition to the application process, other categories are teacher requirements, keeping records, testing and evaluation, curriculum, provision for movement, health and safety provisions, attendance requirements, control, miscellaneous, and diploma provision. The chart reflects the total of all elements if states have several options for parents to consider. (CJH)

ED 283 333 EC 192 762

Seaman, Janet A.
Physical Education for Individuals with Exceptional Needs: A Resource Manual.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 86
NOTE- 292p.; For related documents, see EC 192 759-761.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($9.75, California residents add state tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adapted Physical Education; Definitions; *Disabilities; Elementary Secondary Education; Eligibility; Enrichment Activities; Handicap Identification; Inservice Teacher Education; *Legislation; Mainstreaming; *Physical Activities; Referral; Special Classes; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *California

The resource manual is intended to provide information for inservice training on current legislation, activities, and teaching techniques related to adapted physical education for California educators including special education teachers, resource specialists, and regular physical education teachers. The manual is divided into four modules. The first module contains information on legislation, the definition of terms, and identification and referral. The second module focuses on eligibility and assessment. The third module presents activities for special day classes, for the mainstream, and supplemental activities for secondary students. The final module provides an annotated bibliography of approximately 42 citations, a list of California institutions providing training in adapted physical education, and lists of relevant and organizations. In addition to content information, modules typically include trainer's notes, a suggested outline for training, selected handouts, and suggested pretests and posttests. (DB)

ED 283 347 EC 192 777

Wolke, Dieter; And Others
Prediction of Neurodevelopmental Sequelae in VLBW Infants.
PUB DATE- Aug 86
NOTE- 45p.; Paper presented at the World Congress on Infant Psychology and Allied Disciplines (3rd, Stockholm, Sweden, August 3-7, 1986). The research was supported by a grant from the Wates Foundation and the Independent Order of Odd Fellows Manchester Unity Friendly Society.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth Weight; Clinical Diagnosis; *Disabilities; Followup Studies; Foreign Countries; Handicap Identification; *Neonates; *Neurological Impairments; Perinatal Influences; Premature Infants; Prenatal Influences
IDENTIFIERS- Great Britain

The study examined pre-, peri-, and neonatal factors in 271 British infants (weighing less than 1500 grams at birth), 188 of whom survived to 2 years. The study represented an attempt to define those factors which predict normal neurodevelopmental outcome in very low birth weight (VLBW) infants. Surviving infants were seen at 3, 6, 9, 12, and 24 months of age (corrected for gestational age) with follow-up examinations consisting of full physical, neurological, and developmental assessment, and further evaluation when appropriate. Major (such as cerebral palsy, severe hearing/visual disorders, severe developmental delay) and minor (such as epilepsy, partial hearing loss, moderate developmental delay) neurodevelopmental sequelae (NDS) were identified. Seventeen of the demographic, obstetric, and neonatal factors were significantly different between the 21 infants with major NDS and the 167 infants without major NDS. An additional nine infants showed minor neurodevelopmental problems. Three separate methods of multiple discriminant function analyses were performed. Best overall prediction was achieved by the direct entry method which classified 91.5% of infants correctly. The obstetric and neonatal factors which were good indicators of the overall degree of morbidity were hyponatraemia, the need for top-up transfusions, and pulmonary interstitial emphysema. (DB)

ED 282 981 CE 047 389

Simpson, A. Hyatt

Training in Nontraditional Occupations. Final Report FY 1985-86. 6.0 Sex Bias and Stereotyping. 6.1.2 Training in Nontraditional Occupations.

Northern Arizona Univ., Flagstaff. Center for Vocational Education.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 86
NOTE- 52p.; Black and white photographs contained in appendixes will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Buildings; *Displaced Homemakers; Females; *Job Training; Maintenance; *Nontraditional Occupations; Outcomes of Education; Postsecondary Education; *Program Development; Womens Education
IDENTIFIERS- Northern Arizona University

The Arizona Center for Vocational Education, Northern Arizona University, developed a program to train women in nontraditional careers. Since jobs were plentiful in the field, the program aimed to train 25 women in building maintenance. Project leaders established linkages with union apprenticeship programs and local business and industry employers and established an advisory group. They then made provisions for "readiness" training for potential trainees and developed a curriculum for the course of study. In addition, support services for the prospective students were developed. The target audience was single heads of households and homemakers; 20 women were recruited into the project. The six-month program also included work experience. The program was evaluated as a success, and a handbook based on the experience was created to be used as a model. A concomitant program to train five men as office clerks did not materialize; instead, 10 profiles of men successful in nontraditional occupations in the Flagstaff area were prepared. (The profiles, program materials, and the handbook are included in this report.) (KC)

Valdez, Robert Otto Burciaga

The Effects of Cost Sharing on the Health of Children. Health Insurance Experiment Series.

Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
REPORT NO.- ISBN-0-8330-0699-1; Rand-R-3270-HHS
PUB DATE- Mar 86
NOTE- 130p.; Some tables contain small print.
GRANT- 016B-80
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (25% discount on orders of 25 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Consumer Economics; Costs; *Family Health; Family Role; Health; *Health Insurance; *Health Needs; *Medical Services; Use Studies
IDENTIFIERS- *Cost Sharing

While many health plans have increased the proportion of costs borne by users, opponents to cost sharing fear that this may result in poorer health for children. The Rand Health Insurance Experiment examined this issue in a general population. Health outcomes of children in a free-care plan were compared with those of children in cost-sharing plans. From November 1974 through January 1982, 1,844 children between the ages of 0 and 13 were tracked. Families from six cities and counties nationwide were assigned to either a free-care health plan or to one of several cost-sharing plans for 3 to 5 years. The effects of cost sharing on measures of physiologic function, physical health, mental health, and general health perceptions were assessed. The results revealed that, for the typical child in the study, no discernible differences in health status were observed between those on the free-care plan and those on cost-sharing plans. No differences were observed among the cost-sharing plans. These findings suggest that insurance plans can be designed to shield the poor from excessive cost-sharing and preserve demand-reducing incentives for a non-aged general population without producing unacceptable health effects. (Seven appendices, 61 data tables, and nine pages of references are included.) (NB)

ED 283 146 CS 210 429

Kelly, Leonard
The Evaluation of Writing across the Curriculum at Gallaudet College
  during the 1984-85 Academic Year.
PUB DATE- Aug 85
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Class Activities; *Content Area Writing;
  *Critical Thinking; *Deafness; Higher Education; *Learning
  Strategies; Program Attitudes; Program Effectiveness; Program
  Evaluation; Student Attitudes; Teacher Attitudes; Teaching Methods
  Writing Improvement; *Writing Instruction; Writing Processes;
  Writing Skills

IDENTIFIERS- *Gallaudet College DC; *Writing across the Curriculum

Intended to complement two other summaries about writing across th curriculum at Gallaudet College for deaf students, this report describes the first academic year of the college's writing across the curriculum program (WAC), detailing various instructors' projects and their personal opinions about the program, as well as how the students felt about their projects and how WAC affected their writing and learning. Following an introduction, the report provides a summary of data collection and discusses the principal observations and recommendations. The first major section of the report, "Implementation of Writing across the Curriculum," describes the 1984-1985 WAC courses and faculty sentiments about the project. Specifically, the section notes that faculty members observed both favorable and unfavorable effects in their projects and presents a number of their ideas for improving the preparation, guidance, and support of future faculty who adopt the program. The second major section of the report, "The Impact of WAC on Students," offers student opinions on the project--bolstered by survey results--as well as an extended appraisal of the performance of one student. This section ends with observations and recommendations related to the implementation of the WAC program. The conclusion of the report addresses the particular benefits of writing across the curriculum for deaf students and the potential advantages that a continuation of the program would bring to both students and faculty. (References and appendixes containing a copy of a student questionnaire and samples of student writing are attached.) (NKA)

ED 283 226 CS 505 630

Lytle, Jayne S.
PONS Assessment of Deaf College Students' Nonverbal Decoding Skills.
PUB DATE- 21 May 87
NOTE- 49p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Body Language; Communication Research; Communication Skills; *Deafness; Educational Assessment; Elementary Education; Eye Contact; Facial Expressions; Higher Education; *Nonverbal Communication; *Nonverbal Learning; *Nonverbal Tests; Research Methodology; Sign Language; *Skill Analysis; *Total Communication
IDENTIFIERS- Profile of Nonverbal Sensitivity

If nonverbal decoding skills are impaired by cultural expectations and training, the deaf person will be further isolated from social participation. To identify factors that might account for inaccurate nonverbal decoding of deaf subjects, a study compared the decoding abilities of three groups of deaf college students (N=76) using R. Rosenthal's Profile Nonverbal Sensitivity (PONS) test. The investigation defined three independent variables (gender, family communication mode, and type of elementary school) and hypothesized higher test scores for: (1) females than for males, (2) subjects whose family communication mode was signing rather than speech or writing, and (3) subjects who attended mainstream rather than residential elementary schools. The results supported none of the hypotheses; an analysis of variance indicated no significant differences within these groups, a finding that contradicts previous research. However, in combination some variables did influence nonverbal decoding on the PONS test; for example, in residential schools subjects whose family communication mode was sign language scored higher than subjects whose family communication mode was oral/writing, while the reverse was true in mainstream schools. The results of the investigation recommend that to obtain a more accurate picture of the influence of enculturation upon deaf children, future research should use subjects more carefully selected for the variables of family communication mode and type of elementary school, and the test should be given to subjects whose parents are also deaf and to both residential and public school subjects. Further, the subjects should have attended the same type of school for their entire elementary school years. (JG)

ED 283 253 EA 019 472

Popkewitz, Thomas S.
Change and Stability in Schooling: The Dual Quality of Educational Reform.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0002-8
PUB DATE- 83
NOTE- 113p.; Prepared as course material for "Theory and Practice in Educational Administration" (Course ESA-841).
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; Curriculum Development; Educational Administration; *Educational Change; Educational Trends; Elementary Secondary Education; Ethnography; *Foundations of Education; Intellectual History; *Organizational Theories; *Political Influences; Role of Education; Social Influences; *Social Theories; Socioeconomic Influences; Thematic Approach; *Theory Practice Relationship
IDENTIFIERS- Theory Development

This monograph, part of a series that attempts to bring a particular intellectual perspective to bear on the practical problems of administering education, points out that educational administration as a field of study is of limited use in coming to terms with the complexity and value-laden nature of educational practice. Language and cultural sensitivities create illusions about change and progress, and "reform" programs are created to reformulate the relationships among purpose, means, and ends. Yet investigations of the phenomenon of change reveal an overwhelming resiliency of institutional patterns. An introductory essay is supplemented by four readings, all of which illustrate the difficult problem of improving school life. Change and stability are intricately tied to and are a part of our social, political, and historical world. To pursue this relationship, the introductory essay focuses on the institutional character of schooling, suggesting that underlying the social patterns of school organizations are principles of legitimacy, authority, and social order. These underlying principles, however, are the subjects of constant debate. The four readings that follow the introductory essay are critical analyses of particular events in which people have sought to transform schooling, and give attention to the effects of social, cultural, and economic influence on school life as well as the social density of existing school relations. The essays are drawn from different historical contexts (Scotland, Sweden, and the United States) to illustrate the multiple elements outside of, as well as in, schools that come into play when people act to alter and modify their world, and point to the importance of situating the problem of change within specific historical and cultural circumstances. The four readings (with their authors) are: (1) "Robert Owen and Education: A Re-assessment" (D. Hamilton); (2) "Educational Reform as the Organization of Ritual: Stability as Change" (T. Popkewitz); (3) "Lessons from a Comprehensive School System for Curriculum Theory and Research" (D. Kallos, U. P. Lundgren); and (4) "The Politics of Middle-Class Success in an Inner-City Public School" (R. T. Sieber). (EDS)

Charters, W. W., Jr.; Packard, John S.
Task Interdependence, Collegial Governance, and Teacher Attitudes in the Multiunit Elementary School.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 79
NOTE- 51p.; For related papers, see EA 019 519-521.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Theories; Elementary Education; Governance; Instructional Innovation; Interviews; *Job Satisfaction; Locus of Control; Longitudinal Studies; *Multiunit Schools; Organizational Theories; Participative Decision Making; *Professional Autonomy; Questionnaires; Research Utilization; Role Theory; School Organization; *Teacher Attitudes; *Teacher Influence; *Team Teaching
IDENTIFIERS- *Collegiality

To test conclusions of previous investigations about the influence of team teaching upon task interdependence among elementary school teachers, University of Oregon researchers took measures in 14 elementary schools in six eastern states before and after installation of a multiunit instructional organization. Based upon research at Stanford University and the University of Oregon, assumptions were that staff restructuring into organized work teams would create task interdependencies among otherwise independent and isolated teachers, shift the locus of control over microeducational policy to small collegial groups, and enhance teachers' sense of work autonomy and job satisfaction. Thirteen other schools generally matched by district served as controls. Measures of decision making structures, instructional organization, faculty communication, teacher sentiments, and a variety of other attributes of the schools and their staffs were repeated at 6-month intervals from the spring of 1974 through the spring of 1976. Results indicate that change in schools' structure increases the incidence of collaborative teaching and collegiality of the decision making system, but have no dependable effect on sentiments of job satisfaction or work autonomy. Examination suggests that emergent team teaching arrangements in multiunit schools are insufficiently enduring to jeopardize teacher discretion and that increased collegiality rarely implies a radical power redistribution in the school's governance system. Tables of data appear throughout the report; three reference pages are appended. (CJH)

ED 283 319 EC 192 748

First Steps: A Guide for Parents of Children with Developmental Disabilities.

Florida Developmental Disabilities Planning Council, Tallahassee.; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.

REPORT NO.- HRS/PI-160-20
PUB DATE- Nov 85
NOTE- 47p.; Reprint of First Edition of July 1985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Child Rearing; Community Services; Daily Living Skills; *Developmental Disabilities; Family Involvement; Federal Legislation; Parent Chil Relationship; Parent Education; Parenting Skills; Parent Materials Parent Responsibility; *Parent Rights; *Parent Role; State Government; State Legislation; State Programs
IDENTIFIERS- Florida

The guide offers information to parents of developmentally disable children, with special focus on services available in the State of Florida. Section 1, "A Beginning," introduces the guide and states its purposes, and serves to reassure the parents and family members. The next three sections address the needs, rights, and roles of child, parent, and family. They are: (1) "Accepting Your Child" (including a discussion of types of developmental disabilities); (2) "What You Can Do as a Parent"; and (3) "The Family." Section 5, entitled "Getting Started with Professional Help," discusses decision-making; diagnosis, evaluation, and referral; and the team approach. Section 6, "Florida Services," outlines support services in the areas of medicine, health, education, family support, community assistance, and legal aid. "Facing Your Futures Together," section 7, touches on issues involving adolescence and sexual adult relationships, employment and financial independence, and how parents can get on with their own lives. A final section consists of five appendices which include information on Florida statutes relating to rights of persons with disabilities, relevant federal statutes, and a list of resource organizations at the national level. (JW)

ED 282 995 CE 047 428

Gentzler, Yvonne S.

A Conceptualization of Competence for the Professional Development of Home Economics Educators.

PUB DATE- Apr 87

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Competence; Concept Formation; Higher Education; *Home Economics; Home Economics Education; *Home Economics Teachers; *Professional Development; Secondary Education; Teacher Education; *Teaching Skills

A study identified, explicated, and refined systematically components central to the professional competence of home economics educators. First, components that are central to the professional development of home economists were identified and proposed . Second, through the processes of conceptual analysis and dialectic interpretation, each component was explicated with respect to its merit as a goal of professional development in home economics education. The components identified in the study reflected the professional's ability to (1) be rationally committed to the mission of home economics as justifiably established by the profession; (2) reflect critically on optimum conditions for fulfilling the mission of home economics; (3) be willing to deal with complex concepts relevant to the practice of the profession; (4) have a sense of purpose that transcends self-interest; (5) identify with a community of peers; (6) participate in dialogue within the professional community through examined critique and reflection using rational standards for argumentation; (7) be self-directed in selection of experiences, opportunities, and relationships that encourage professional growth; and (8) engage in professional practice in ways that are cognitively justifiable and morally defensible. (Author/YLB)

ED 283 132 CS 008 847

Reinertsen, Gloria M.
A Comparison of Selective Auditory Attention Abilities in Open-Space Versus Closed Classroom Students.

PUB DATE- Apr 87
NOTE- 31p.; Master's Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Auditory Discrimination; Auditory Tests; Class Organization; Classroom Design; *Classroom Environment; Comparative Analysis; Educational Research; Grade 3; *Listening Comprehension; *Open Plan Schools; Primary Education; Reading Research; *Traditional Schools
IDENTIFIERS- *Distraction; Listening Strategies

A study compared performances on a test of selective auditory attention between students educated in open-space versus closed classroom environments. An open-space classroom environment was defined as having no walls separating it from hallways or other classrooms. It was hypothesized that the incidence of auditory figure-ground (ability to focus selectively on portions of incoming auditory stimuli) problems present in third graders educated in an open-space classroom environment would be greater than in third graders instructed in a closed classroom situation. Subjects, 20 students from open classrooms and 17 students from traditional classrooms, were given a selective auditory attention test after familiarization with the word-picture associations and the testing procedures. Results indicated a slightly higher performance by students from open classrooms, but not at the significant level. (Tables of data are included, and a review of the related literature, extensive references, and test results are appended.) (NKA)

Bredeweg, Frank H.
United States Catholic Elementary Schools & Their Finances, 1987.
National Catholic Educational Association, Washington, D.C.
PUB DATE- Mar 87
NOTE- 24p.; For the 1986 edition, see ED 273 035.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007 ($6.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; Costs; *Educational Finance; Educational Trends; Elementary Education; Enrollment; *Enrollment Trends; Private Education; Private School Aid; School Funds; *School Statistics; Tables (Data)

Information from 171 diocesan offices across the United States was drawn together to prepare this statistical report on enrollments and revenues in Catholic elementary schools. The report, one of the annual statistical reports on Catholic education developed using the National Catholic Educational Association's national database, also provides contextual statistics on public and private school enrollment. Seven tables are presented, covering (1) public and private elementary enrollment from 1970 to 1992; (2) private elementary enrollment (by affiliation) for 1965-66 and 1978-79; (3) Catholic elementary enrollment and staffing trends from 1976 to 1986; (4) elementary school revenues for 1985 and 1986; (5) elementary school revenues by percentages from 1985 to 1986; (6) per pupil revenues from 1973 to 1986; and (7) tuition and basic fees for 1981-82, 1985-86, and 1986-87. The report analyzes trends in enrollment, pupil-teacher ratios, operating revenues, per pupil costs, school sizes, minority enrollment, and other factors, providing some breakdowns by region. A list of 16 highlights of the statistical findings is provided in the beginning of the report. (PGD)

Using Herbs and Spices/Preparing Sauces and Gravies. Learning Activity Pack and Instructor's Guide 5.11. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-336-BK-85; IE-337-BK-85
PUB DATE- Jan 85
NOTE- 69p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competency Based Education; *Cooking Instruction; *Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- Florida; Food Preparation; Gravy; *Herbs; *Sauces; Spices

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with herbs and spices and the selection and preparation of sauces and gravies. Illustrated information sheets and learning activities are provided in these areas: herbs and spices (using herbs and spices, storing seasonings, herb and spice chart); sauces and gravies (leading or "mother" sauces, chart of the leading sauces); and preparing sauces and gravies (secrets of sauce cookery; preparing roux-based mother sauces, hollandaise sauce, and gravy; and characteristics of a well-prepared sauce or gravy). The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 050 CE 047 539

Valore, Leonard; Diehl, Grover E.

The Effectiveness and Acceptance of Home Study.
National Home Study Council, Washington, D.C.
SPONS. AGENCY- Air Univ., Gunter AFS, Ala. Extension Course Inst.; National Education Corp., Irvine, CA.
PUB DATE- Apr 87
NOTE- 28p.
AVAILABLE FROM- National Home Study Council, 1601 18th Street, NW, Washington, DC 20009 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computer Assisted Instruction; *Correspondence Study; Curriculum; Disabilities; *Distance Education; *Educational History; Educational Technology; Enrollment; *High School Equivalency Programs; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Religious Education; *School Attitudes; Secondary Education; Telephone Instruction; Vocational Education

The earliest evidence of correspondence (home) study in the United States dates from March 1728, and it has been formally recognized in this country since 1883. The effectiveness of correspondence study has been recognized by a wide variety of organizations and regulatory bodies including state education regulatory agencies, the U.S. Department of Education, employers, American business and industry, high schools, universities and colleges, licensing boards, the Veterans Administration, the armed forces, unions and trade associations, religious institutions, and charitable organizations. Standards for correspondence study are developed and monitored by the National Home Study Council, the National University Continuing Education Association, and the Program on Non-collegiate Sponsored Instruction. Formal U.S. government recognition of home study came in 1936 when the Federal Trade Commission adopted a series of trade practice rules formulated by the National Home Study Council. Numerous effectiveness studies have confirmed the benefits and favorable outcomes of correspondence study. Both high school and college degree programs are available on a correspondence study basis, as are vocational, military, and religious training. Home or correspondence study has been an especially valuable option for disabled persons. Recent advances in correspondence study include telephonic teaching and testing, education television, videocassette and videodisks lessons, and computer-based training. (MN)

Long, Thomas E.; Richard, Wayne C.
Community Post-Tornado Support Groups: Conceptual Issues and Personal Themes.
PUB DATE- 23 Aug 86

NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related documents, see ED 282 163 and CG 019 951.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Services; Coping; *Crisis Intervention; *Emotional Adjustment; Emotional Response; *Group Counseling; *Natural Disasters; *Social Support Groups
IDENTIFIERS- North Carolina

Crisis intervention and post-disaster practitioners have recommended nontraditional services such as action oriented strategies and the building of new social support networks. Guidelines for establishing and operating such groups are sparse and not organized into a comprehensive approach. A literature search did identify several rationales to support the concept of using new social support networks in contrast to existing and ongoing natural groups. New groups composed of disaster survivors allow for unique opportunities to share and cathart at an empathic level not possible even with family members not impacted by the disaster. Disasters tend to disrupt existing networks, so emerging survivor groups often create a unique mutual aid system. Newly formed groups probably have a greater receptivity to action-oriented and structured intervention efforts. These conceptual issues were brought together in a comprehensive strategy of post-disaster group counseling following a series of devastating tornados in rural eastern North Carolina which occurred on March 28, 1984. The clinical issues and themes which were expressed in the four groups were categorized and summarized. It was concluded that the several guidelines which were identified from previous studies and combined to create the strategy employed helped generate the breadth and abundance of themes and issues which were observed in the group sessions. (Author)

ED 283 077 CG 019 966

Leister, Sandra C.
Treatment and Therapy for the Sexually Abused Child.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Children; *Content Analysis; *Counseling Techniques; Crisis Intervention; *Emotional Adjustment; Emotional Response; Family Counseling; *Sexual Abuse; Social Support Groups; Therapy; *Victims of Crime

Little information is available on therapeutic interventions or counseling techniques used with sexually abused children. Many experts consider parental and family support to be the single most important factor in preventing abuse from becoming a life destroying event. The goals of therapy are to make the child and family feel better about themselves, improve social skills, develop communication, maintain daily functioning, and reduce stress. Molestation must be talked about openly until the child victim has worked through it. Experts disagree on the appropriateness of group therapy for working with these children. The effects of the molestation on the child may depend on sexual assault variables, demographic variables, life stresses, victim's coping skills, and the support structure of the victim's social networks. To determine what professionals (N=16) found to be effective in their work with child sexual abuse victims, semi-structured interviews were conducted with counselors, social workers, psychologists, and a pediatrician. A content analysis of responses indicated that subjects found noncognitive techniques, play therapy, and reassurance to be among the most effective therapy techniques. In contrast to recommendations from the literature, respondents did not report a focus on working with the family. Content analysis is recommended as one way to investigate the sensitive issue of child sexual abuse, and also a way to expand on available information. (NB)

ED 283 091 CG 019 980

VanDomelen, Cindy; And Others
"Old" Habits Die Hard in a Long-Term Care Facility.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Institutionalized Persons; *Interpersonal Relationship; Nursing Homes; *Older Adults; *Personal Autonomy; Reinforcement; Self Care Skills; *Staff Role
IDENTIFIERS- *Long Term Care

Older Americans are suffering from both physical and social losses as they age. These losses are sometimes accompanied by the elderly person's entrance into a long-term care facility. Some researchers have suggested that such facilities fail to maintain the residents' independent behavior. Others contend that behavior is plastic and can be changed. Based on the notion that there exists a potential for behavioral plasticity and optimization of residents' functioning, Burton and Bulgatz (1986) conducted a staff training program of behavioral management techniques which included examples of interactional procedures which should be beneficial to staff and residents of long-term care facilities. This follow-up study measured intervention effectiveness by observing and analyzing 12 behaviors in the clients' rooms, the dining room, and the television room or lounge. Frequency of behavior, frequency of antecedents and reinforcers, and behavioral time percentages were analyzed. Seventy-seven residents participated in the study. The results revealed a dramatic decline in antecedents given for dependent behavior and an increase in antecedents given for independent behavior. Although reinforcement use remained very similar, it did show a positive directional shift in usage. These findings suggest that continued behavioral management training is an important factor in the maintenance of independent behavior. (Author/NB)

ED 283 160 CS 210 543

Mann, Raleigh C.; And Others
What's Wrong with News-Editorial (Print) Journalism? Students Reject It as a Curriculum or Career Path and State Their Reasons.
PUB DATE- 2 Aug 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Advertising; *Career Choice; Curriculum Research; Employment Opportunities; Higher Education; *Journalism Education; Program Evaluation; *Specialization; *Student Attitudes
IDENTIFIERS- *Career Expectations

The ratio of journalism students choosing advertising to those choosing a news-editorial emphasis has risen dramatically in the 1980s. To determine whether students are rejecting the news-editorial curriculum based on their beliefs that occupations in this field offer low salaries, poor working conditions, and less creative opportunity than advertising, public relations, or broadcast journalism, 950 beginning journalism students at five universities were surveyed both about the curricula they selected and why and about the majors they were least likely to have chosen and why. On the 790 usable surveys that were returned, advertising was named as the most popular sequence (35.5%), while news-ed was selected by only 18.8%. Nearly 45% of the students indicated that they were unlikely to have chosen news-ed as a major, and only the low number of news-editorial students who said they were unlikely to have chosen news-ed as a major kept the totals from being even higher. Responses from students who said they were least likely to have selected news-editorial sequences indicated that low salaries and lack of opportunities to use creativity were the major reasons. Other frequently cited reasons were poor working conditions and poor advancement opportunities. The survey instrument and six data tables are appended. (AEW)

ED 283 174 CS 210 594

McCracken, H. Thomas
Educating English.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; Curriculum Development; *Curriculum Evaluation; *Educational Change; Education Courses; English Curriculum; *English Teacher Education; Higher Education; *Preservice Teacher Education; Student Needs; *Teacher Education Curriculum; Undergraduate Study
IDENTIFIERS- Carnegie Commission Report; Holmes Group Report

Reports on teacher education calling for reform of undergraduate courses and curricula in arts and sciences, while eliminating the undergraduate degree in education do not adequately reflect the realities of the classroom. The Carnegie and the Holmes reports, among others, claim that prematurely specializing undergraduate education students causes them to miss out on much of the intellectual development that a liberal arts education affords. In reality, however, courses in English and education for undergraduates interact positively with each other, and the loss of undergraduate education courses signals a loss of focus for prospective English teachers. English education classes provide a purposeful context for learning English, that of demonstrating the humanities to others. With a student body that is growing older and more experienced, and with very dubious fifth-year programs becoming all too prevalent, college administrators need to reexamine undergraduate programs, keeping English and education interrelated. Key faculty, such as those who work in both English and education, whether consulted or not, should participate in making changes in undergraduate and graduate courses for prospective teachers. (SKC)

ED 283 201 CS 210 636

Johnson, Tom

Media Use Behavior of Political Activists and Political Elites.

PUB DATE- Aug 87
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Small print of uneven density may affect legibility. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; *Audience Analysis; Behavior Patterns; Comparative Analysis; *Elitism; *Mass Media Effects; Media Research; Newspapers; *Political Attitudes; Political Influences; Television Viewing
IDENTIFIERS- *Media Use

Using data from a 1980 study of Iowa caucus and state nominating convention attendees a study investigated the newspaper and television use of political activists and opinion leaders or elites. Demographic and psychological variables were used to explain differences in media use behavior between the two groups, as well as to determine how the media use of the elites and the activists differed from that of the general public. A questionnaire on demographic variables as well as organizational activity and political partisanship was mailed to just under 4,000 people from both the Democratic and Republican parties and 1,980 completed surveys were returned. Two different measures were used to gauge communication behavior--one measuring frequency of newspaper and television use and the other gauging media preference. Results indicated that elites were older, highly educated, highly partisan, more likely to be males and members of organizations than were activists, while activists were young or middle aged, highly educated, and highly partisan. More women than men were activists, and subjects indicated they became activists at an early age--the 26-35 age group had the greatest number of activists. Elites read newspapers more frequently, but there was little difference in television use, and both groups were heavy consumers of media news. In fact, 70% or more of both activist and elite groups were bunched up in the two highest frequency of newspaper and television use categories. Findings suggest that media use behavior of activists and elites did not necessarily match those of the general public. (Eight tables of data and 78 footnotes are appended.) (NKA)

ED 283 280 EA 019 502

Carr, John C.
Effects of Structural Complexity on Administrative Role Demands.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Comparative Analysis; Elementary Secondary Education; *Instructional Leadership; Leadership Responsibility; *Organizational Theories; *Principals; Research Needs; Rural Schools; School Districts; *School District Size; School Size; State Surveys; *Superintendents; Time Management
IDENTIFIERS- *Maine

This report of a 1986 survey conducted in Maine addresses the relationship between stated time use demands on principals and superintendents and the structural complexity of the organizations in which they work. Researchers, comparing single with multiple schools and districts of supervisory responsibility, mailed the Maine Administrative Competency Survey to all principals and superintendents and received a response of 61 percent and 66 percent, respectively. Although multiunit superintendents reported more time spent supervising and evaluating personnel than did single-unit superintendents, rural multidistrict superintendents have fewer opportunities to delegate evaluative functions. Similarities in time use are more striking than dissimilarities; additional structural components require study to develop recommendations. More differences (but fewer than assumed) occurred between principal groups. Compared to multischool principals, single school principals spend more time supervising and evaluating personnel, preparing class schedules, and attending activities. Predictably, single school principals spend less time traveling. Findings indicate more similarities than differences in time use among single- and multiunit administrators, which may reflect job conditions necessities over structural factors. Multiple supervisory and reporting functions for administrators are rural realities in Maine. Further study should determine the influence of these considerations on leadership effectiveness. Survey results are appended. (CJH)

ED 283 023 CE 047 486

Wojcik, Roseann B.; Moseley, James L.

A Module for Hospital Central Processing Technicians on Decontamination, Assembly and Wrapping Concepts of GYN Hysterectomy Instruments.

PUB DATE- 87
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; *Biomedical Equipment; *Equipment Maintenance; Gynecology; *Hospital Personnel; Medical Services; *Supplies; *Surgery
IDENTIFIERS- *Hysterectomies

This learning module can be used as an orientation guide, inservice tool, or resource guide for hospital central processing department technicians and instructors. It contains information sheets, worksheets, worksheet answers, a posttest, and posttest answers on correct procedures for decontaminating, assembling, and wrapping the medical instruments used for vaginal and abdominal hysterectomies. Appendixes to the module include a glossary, illustrations of procedures involved in preparing and wrapping for sterilization (using both the envelope and oblong wrapping methods), abdominal and vaginal hysterectomy count sheets, and a list of references and suggested readings. (MN)

ED 283 036 CE 047 509

Paprock, Kenneth E.
A Model for Differentiation of Adjunct Faculty. Techniques.
PUB DATE- Jun 87
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Academic Rank (Professional); *Adjunct Faculty; *Adult Education; Coordination; *Differentiated Staffs; *Employment Level; Faculty College Relationship; *Faculty Promotion; Higher Education; Models; Teaching Conditions
IDENTIFIERS- *Regis College CO

The Regis Career Education Program (RECEP) is an accelerated degree-granting program for adults at Regis College in Denver, Colorado. Since the program began in 1979, there has been a steady increase in enrollments and, consequently, a steady increase in the number of adjunct faculty. These adjunct faculty members are generally drawn from outside the usual academic confines, and they lack the institutional affiliations to be classified according to academic rankings that distinguish junior and senior faculty. In an effort to differentiate between the roles of the adjunct and regular faculty members in the RECEP program, a two-tiered structure of adjunct faculty was created. This included a "lead faculty" to (1) aid in the orientation of new faculty members, (2) aid in the coordination of an area or group of faculty in relationship to revising or developing curriculum materials, and (3) be instrumental in a peer evaluation process for faculty development. The second tier consists of faculty members who work on a course-by-course contractual basis (as they did in the past). At the time of the policy's initiation, 22 of RECEP's 150 adjunct faculty members were selected as lead faculty. Lead faculty are appointed for two years on the basis of student evaluation and evidence of commitment to and longevity in RECEP. Other responsibilities of lead faculty include monitoring new faculty, assisting in the provision of inservice training, and serving in a liaison role between campus and adjunct faculty. (MN)

ED 283 119 CG 020 008

Pallas, Aaron M.
School Dropouts in the United States.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- 87
NOTE- 21p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printin
Office, Washington, DC 20402 (Stock No. 065-000-00276-1).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Delinquency; *Dropout Characteristics; Dropout Rate; *Dropouts; *Employment Opportunities; High Schools; *High School Students; Income; Potential Dropouts; Predictor Variables; Pregnancy; *Reentry Students; Student Adjustment

Students who drop out of high school before graduating are of concern to families, educators, and policymakers. To obtain information on the scope of the dropout problem, three sources of national data were reviewed: (1) the Bureau of the Census' Current Population Survey; (2) the Center for Statistics' Common Core of Data; and (3) the Center for Statistics' High School and Beyond study. The results of the review revealed that calculation of dropout rates is difficult because of definitional and data problems. National data over time on the incidence of dropping out do not exist. Poor academic performance was found to be the best predictor of who drops out of school. Many young women cite marriage or pregnancy as reasons for dropping out, and students who are rebellious, delinquent, or chronically truant drop out at higher rates than do other students. Dropouts have more difficulty finding and holding jobs and earn less money than do high school graduates. An estimated 40% of high school dropouts return to the educational system and an estimated 30% of dropouts eventually receive a high school diploma or an alternative credential. These findings have implications for educational policy and research, especially in the area of dropout prevention/intervention programs

and programs offering alternative high school credentials. (Data sources are described in detail in the appendix.) (NB)

ED 283 188　CS 210 616

Straughan, Dulcie Murdock
A Study of News Values and Their Effect on Reader Interest in Third World News.
PUB DATE- Aug 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Higher Education; *Mass Media Effects; Media Research; *News Media; News Reporting; Reader Text Relationship
IDENTIFIERS- Audience Response; *News Values; *Reader Preferences

A study examined whether the presence of certain news values, particularly those identified by Western journalists as important, affect reader interest in a news story. Timeliness, prominence, cultural proximity, and conflict, separate and in combination, were the four news values (independent variables) under study. The dependent variable, reader interest, was measured by the scored value of a manufactured news item. Forty sets of news items were created, each set consisting of an experimental item that included a news value or a pair of news values, and a corresponding item without the news value. Subjects, 240 undergraduates in three classes of an introductory mass communications course at a university in the southern United States, were divided into an experimental group, which read the news item containing news values, and a control group, which read the item with no values. All subjects then completed separate questionnaires on reader interest. Results indicated that the presence of news items containing conflict and proximity news values scored significantly higher in reader interest than items that did not contain those news values. Additionally, all combinations of the experimental news items, except for the combination of timely/prominent, were scored significantly higher than the control combination items. Results also showed a significant relationship between frequency of viewing television news (and reading newspapers) and interest in foreign news. Journalism majors and individuals who had visited foreign countries showed a slightly higher, but not significant, interest in foreign news. Generally, the respondents were more interested in reading news that concerned the United States or culturally proximate nations than they were in reading news about foreign countries. (Comprehensive tables of data and 38 references are appended.) (NKA)

ED 283 214 CS 210 663

Small, Donald D.
Archaic Concepts: Cloakrooms, Wraps and Compositions.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; Education Work Relationship; Elementary Secondary Education; *Student Needs; Teacher Characteristics; *Teacher Effectiveness; *Teachers; *Teacher Student Relationship; Technical Writing; *Writing (Composition); *Writing Instruction; Writing Skills

Many of the concepts that English teachers traditionally deal with are too "fussy" and inappropriate for the kinds of children who currently fill American schools. These minority students and latchkey kids find the archaic vocabulary and concern over grammatical niceties baffling--to them teachers are like "Doily People," people who are so nice they spread doilies before making love. Doily People diagram sentences, think there are more than two tenses in English, tell students "this is he" is always correct, and use words like "tardy" and "composition." In the world of students (the real world) no one really says "tardy" and no one ever has to write a "theme" or a "composition." Teachers should not make fun of the writing of government agencies when they themselves teach writing from antiquated handbooks that recommend equally stuffy vocabulary. Teachers should instead concentrate on the writing of commerce to teach students to write. Examples are advertising copy, journals, letters of different types, job descriptions, articles, minutes, technical manuals, and abstracts. Knowing how to write these kinds of documents is vital to success in almost any profession, and modern teachers of English would do well to stress these skills. (SKC)

ED 283 241 EA 019 441

Burrup, Percy E.; Brimley, Vern, Jr.
Financing Education in a Climate of Change. Third Edition.
REPORT NO.- ISBN-0-205-07748-X
PUB DATE- 82
NOTE- 424p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H77480; $37.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgets; *Educational Economics; *Educational Equity (Finance); Educational Facilities; *Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Aid; *Finance Reform; Income; Insurance; Personnel Management; Private Education; Property Accounting; School Accounting; School District Autonomy; State Federal Aid
IDENTIFIERS- Serrano v Priest

Education is declared to be an investment in human capital. Reform in school finance systems is long overdue in many states, but much progress has been made, and will yet be made, due to far-reaching decisions in a number of relevant court cases in the 1970s. To provide practical guidelines and cost-effective decision-making techniques for handling day-to-day problems and long-term financial concerns, this text is presented. The development of school finance theory and practice is investigated in 17 chapters: (1) "The Economics of Education"; (2) "Financing Education Adequately"; (3) "Financing Education Equitably"; (4) "Sources of Local Revenue"; (5) "Local Control: A Threatened Tradition"; (6) "Education: A State Function"; (7) "Federal Interest in Education"; (8) "Early School Finance Systems"; (9) "School Finance Reform during the 1970s"; (10) "Post-Serrano School Finance Systems"; (11) "Public Funds and Nonpublic Schools"; (12) "Financing School Facilities"; (13) "Administering the School Budget"; (14) "Accounting and Auditing"; (15) "Property Management and Insurance"; (16) "Personnel Administration and School Finance"; and (17) "The Road Ahead in School Finance Reform." Each chapter includes pertinent figures and tables, a summary, assignment projects for classroom use, selected readings, and endnotes. An appendix outlining important federal programs is provided; an index completes the book. (WTH)

EC

ED 283 305 EC 192 417

Brandenburg, Sara A., Ed.; Vanderheiden, Gregg C., Ed.
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 1: Communication Aids. Rehab/Education Technology ResourceBook Series.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-316-896136
PUB DATE- 87
NOTE- 251p.; A product of the Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For ResourceBooks 2 and 3, see EC 192 418-419.
GRANT- G008300045
AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Communication Aids (for Disabled); *Computers; *Disabilities; *Electronic Equipment; Input Output Devices; Older Adults; *Rehabilitation
IDENTIFIERS- Rehabilitation Engineering

One of a series of three resource guides concerned with communication, control, and computer access for disabled and elderly individuals, the directory focuses on communication aids. The book's six chapters each cover products with the same primary function. Cross reference indexes allow access to listings of products by function, input/output features, and by computer model. Switches are listed separately by input/output features. Provided for each product is usually an illustration, the product name, vendor, size, weight, power source, cost, and a description. The first chapter covers speech aids (prosthetic and orthotic aids to oral speech, such as artificial larynges and speech amplifiers); the second covers pointing and typing aids (headsticks, mouthsticks, handsplints, lightbeam headpointers, and other devices for facilitating an individual's ability to point or press keys); the third describes electronic training and communication initiation aids; the fourth reviews non-electronic communication aids; the fifth covers electronic communication and writing aids; and the last chapter considers telecommunication devices for the deaf (TDD's)--devices specifically designed for deaf individuals to communicate over phone lines using ASCII, Baudot, touchtones, or synthetic speech. Appendixes include a list of additional sources of information, a glossary, addresses of manufacturers listed with their products, and an alphabetical listing of all products in the three-book series. (DB)

ED 283 334 EC 192 763

Neubauer, Elfriede Ch.
Labeling Process and Its Effect on Teachers' Interactions with Emotionally Disturbed Children.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Behavior Problems; Classroom Communication; Classroom Observation Techniques; Foreign Countries; Kindergarten Children; *Labeling (of Persons); Primary Education; Punishment; Questionnaires; Reinforcement; *Teacher Attitudes; *Teacher Behavior; Teacher Characteristics; *Teacher Response; *Teacher Student Relationship; Teaching Styles
IDENTIFIERS- Austria

Sixty-eight kindergarten teachers (from a town in Austria) who had previously labeled selected students in their classes as either aggressive or socially competent completed a questionnaire and were observed in their classroom interactions. The questionnaire yielded biographical and sociographical data of the teachers, assessed teacher attitudes, and collected responses to nine descriptions of hypothetical problem situations with aggressive children. Teacher-child interactions were observed in a scenario in which teachers were asked to produce picture in concert with the children, using a large piece of paper mounted on the wall. Teacher behavior toward those children previously labeled aggressive was significantly less adequate (compared to behaviors toward those labeled socially competent) in terms of the following responses: reinforcement, punishment, ignoring, explaining, questions, and comments. (JW)

ED 283 348 EC 192 778

Gilkerson, Linda; And Others
Report Accompanying the Education of the Handicapped Act Amendments of 1986. (House Report #99-860) and Commenting on P.L. 99-457.
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- Feb 87
NOTE- 63p.; "Commenting on P.L. 99-457" appeared in "Zero to Three," Volume VII, Number 3, February 1987.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delivery Systems; *Disabilities; *Federal Aid; *Federal Legislation; Federal Programs; Federal State Relationship; *Government Role; Handicap Identification; Infants; Interdisciplinary Approach; *Intervention; Preschool Education; Program Development
IDENTIFIERS- Education of the Handicapped Act Amendments 1986

The booklet contains the U.S. Government Report which accompanied the Education of the Handicapped Act Amendments of 1986 (Public Law 99-457) and a commentary on the law written by the National Center for Clinical Infant Programs. The bill is intended to establish a federal discretionary program to assist states in developing and implementing an interdisciplinary program of early intervention services for handicapped infants, toddlers, and their families and to strengthen the incentive for states to serve handicapped children aged 3 to 5 years. The report contains: (1) a one paragraph summary of the bill; (2) a background statement explaining the need for the law; (3) cost estimates by the Congressional Budget Office; (4) a section by section statement of the intent of the law; and (5) the language of the law itself, with changes identified. The commentary article attempts to place the law in the broader context of current national initiatives on behalf of very young children and their families. The article stresses five points, including the need to move beyond complex service systems requiring parents to coordinate services, the importance of including health services as an integrated part of a early intervention system, and the need to avoid inappropriate assessment and premature labeling of children. (DB)

ED 282 982 CE 047 391

Teigen, Lloyd D.
Agricultural Parity: Historical Review and Alternative Calculations.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AER-571
PUB DATE- Jun 87
NOTE- 93p.; Document contains colored print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printin
Office, Washington, DC 20402 (AER No. 571).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; Agricultural Production; *Agriculture; Farmers; *Federal Legislation; *Financial Support; *Income; *Public Policy
IDENTIFIERS- *Parity; *Pricing

By setting current legal definitions of parity in the context of history, this report traces how the parity price and parity income concepts developed. It identifies some of the consequences of price and income parity on agricultural resource use and efficiency, on the size and structure of the agricultural sector, and on the extent of producer discretion permitted by government intervention necessary to achieve such parity. How parity is being used in today's farm programs is highlighted. Earlier critiques of parity concepts are reviewed, and the case for changing the formulas is evaluated. Finally, alternative standards of equity to the parity price are offered. Cost of production, marginal social cost, and parity income are examined. Eighty-seven references and 12 data tables are included. (YLB)

ED 283 106   CG 019 995

Buchanan, Joan; Cretin, Shan

Fee-for-Service Health Care Expenditures: Evidence of Selection Effects among Subscribers Who Choose HMOs. Health Insurance Experiment Series.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

REPORT NO.- ISBN-0-8330-0703-3; Rand-R-3341-HHS

PUB DATE- Mar 86

NOTE- 68p.

GRANT- 016B-80

AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (25% discount on orders of 25 or more).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Costs; Decision Making; Employees; *Family Characteristics; *Family Health; *Health Insurance; *Medical Services; Use Studies

IDENTIFIERS- *Fee for Service Health Plans; *Health Maintenance Organizations

Although competition among health plans has been encouraged as a means to control health care expenditures, some fee-for-service (FFS) insurers attribute part of their increased average expenditures to favorable selection of low users into newly offered health maintenance organization (HMO) plans. To test this hypothesis, the health care expenditure patterns of approximately 30,000 employees in a large, multi-site aerospace firm were examined. FFS system expenditure patterns for people who joined HMOs were compared with those of people who remained in the FFS system. Information on socioeconomic status, plan choice, employee dependents, and filed claims were reviewed. The unit of observation was a family year of claimed expenditures. Expenditure data for families that switched between FFS and HMO plans between 1978 and 1982 were classified into four groups: (1) one year preHMO; (2) other years preHMO; (3) one year postHMO; and (4) other years postHMO. For families remaining in FFS plans, all years of data were "stayer" years. Family year expenditures were compared across these five groups. The results revealed that families selecting HMOs had lower mean expenditures than did families who remained in the FFS system. Families who left HMOs had higher mean expenditures than did those who entered HMOs. Some, but not all, of these differences were explained by family characteristics. (NB)

ED 283 133 CS 008 848

Fraatz, Jo Michelle Beld
The Politics of Reading: Power, Opportunity, and Prospects for Chang
in America's Public Schools.
REPORT NO.- ISBN-0-8077-2857-8
PUB DATE- 87
NOTE- 237p.; Foreword by Seymour B. Sarason.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($17.95, paperback--ISBN-0-8077-2857-8; $29.95, hardback--ISBN-0-8077-2858-6).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrator Role; Administrators; Beginning Reading; *Educationally Disadvantaged; *Educational Opportunities; Elementary Education; Equal Education; Grouping (Instructional Purposes); Parent Role; Parent School Relationship; *Parent Teache Cooperation; *Politics of Education; Power Structure; Principals; *Reading Instruction; Reading Programs; Reading Research; Reading Skills; Reading Teachers; Superintendents; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Characteristics; Teacher Role; Teacher Student Relationship; Teaching Methods

The result of case study interviews with teachers, administrators, and reading specialists, this book argues that the relationships of power and influence between people in schools affect dramatically the kinds of opportunities available to low-income children learning to read. In addition, this book offers suggestions for reforms based on an understanding of the way schools actually deliver services and operating power relationships. Following a foreword by S. Sarason that stresses the book's importance for educators and an introduction describing the book's point of view, the book is divided into seven chapters. Chapter 1 introduces the conceptual framework used to describe and analyze "power" and "opportunity" as school people understand and experience them. Chapter 2 analyzes the classroom setting, describing the social and instructional demands teachers must try to meet, the strategies they use to cope with the paradoxes and uncertainties that characterize their tasks, and the consequences of these strategies for equality of opportunity. Chapter 3 examines the sometimes self-defeating effect of the services provided by school and district reading specialists, while Chapter 4 describes the limited impact of school principals on equality of opportunity, arguing that even the contributions of "effective" principals are constrained by the essentially autonomous choices of classroom teachers. Chapter 5 probes how the home-school connection serves to reinforce existing inequities, while Chapter 6 looks at the politics of "downtown," showing how the district official's search for legitimacy with subordinates supports the school's mobilization of bias and, consequently, precludes attention to problems of inequality. Finally, Chapter 7 summarizes and suggests implications of the findings. An appendix describing procedures used in collecting and analyzing the data, a bibliography, and an index are included. (SKC)

ED 283 147 CS 210 443

Exploring Literature through Films. Project ELF.
Los Angeles County Office of Education, Downey, CA.
PUB DATE- 85
NOTE- 133p.; A project of the Administrative Committee for Program Development. Section pages printed on colored paper.
AVAILABLE FROM- Los Angeles County Office of Education, Division of Instructional Media and Information Systems, 9300 East Imperial Highway, Room 250, Downey, CA 90242-2890 ($4.00, plus postage and tax).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Biographies; Class Activities; *Curriculum Development; Drama; Educational Media; English Curriculum; Fantasy; Fiction; *Instructional Films; *Language Arts; Literary Criticism; Literary Devices; Literary Genres; Literary Styles; *Literature; *Literatur Appreciation; Poetry; Program Content; Science Fiction; Secondary Education; Skill Development; *Teaching Methods; Tragedy

Noting that instructional films can serve as a valuable tool to motivate students and to help them organize, interpret, and evaluate concepts presented, this program guide is designed to assist teachers in planning instructional activities that will effectively integrate films into the English language arts curriculum. The first section of the guide, presents an initial statement of purpose, instructions for use of the guide, and a lesson format and a graphic presentation of the format for each study guide. The remainder of the guide presents detailed lessons for works in diverse literary genres. Each genre section begins with a brief outline enumerating topics to consider when introducing films based on that particular literary type. The study sections are as follows: (1) biography, including films on Edgar Allan Poe, Robert Frost, and Shakespeare; (2) drama, including Ibsen's "A Doll's House," Shakespeare's "Hamlet," and Shaw's "Pygmalion"; (3) the novel, including Hemingway's "Islands in the Stream" and S. E. Hinton's "Tex"; (4) poetry, including material on Chaucer and Japanese haiku poetry, as well as on the epic poem; (5) short stories, including works by Balzac, Shirley Jackson, and D. H. Lawrence; and (6) science fiction and fantasy, including Ray Bradbury's "The Flying Machine" and W. W. Jacobs' classic short story, "The Monkey's Paw." The program guide concludes with an appendix containing information for ordering films, a request for user comments, an invitation for teachers to submit their own lesson plans, and a sample lesson format. (NKA)

ED 283 227 CS 505 633

Harris, Thomas E.
Leading and Managing: A Study of Style and Perception.
PUB DATE- Feb 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Communication Research; Employer Employee Relationship; Interpersonal Communication; *Leaders; Leadership Qualities; *Leadership Styles; *Organizational Climate; *Organizational Communication; Organizational Theories; Participative Decision Making
IDENTIFIERS- *Leadership Effectiveness; *Management Styles; Organizational Research

A study examined the management style of non-Fortune 500 business leaders and its relationship to their organizations' environment in order to provide a profile of a cross-section of these leaders. The presidents or CEOs of 65 randomly selected Indiana companies with annual sales of at least $5 million were surveyed about situational leadership using Hershey and Blanchard's Leadership Effectiveness and Adaptability Description (LEAD). Subjects were also questioned about the relative importance of 10 defining characteristics for determining leadership style. The LEAD measure is based on the premise that different leadership approaches are needed for different types of situations. In determining an individual's particular approach to a leadership situation, the traditional divisions of task-oriented and relationship-oriented behaviors are used, but focus is on the subordinate's ability and willingness to do a particular activity. Results of the survey indicated that managers favored a style that is high task and high relationship while almost entirely neglecting the process of delegating as defined by the LEAD test. Findings suggest that, based on the manager's perception of the organization's environment, there should be a great deal more participation and delegating, since the managers' perceptions indicate a manager-as-developer style. (Three tables of data, eight figures, and 17 footnotes are appended.) (NKA)

ED 283 254 EA 019 473

Bates, Richard
Educational Administration and the Management of Knowledge.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0012-5
PUB DATE- 83
NOTE- 138p.; Prepared as course material for "Theory and Practice i
Educational Administration" (Course ESA-841).
AVAILABLE FROM- Publication Sales, Deakin University Press, Victori
3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- *Administrative Principles; Bureaucracy; Cultural Influences; *Educational Administration; Educational Theories; Elementary Secondary Education; Epistemology; Foreign Countries; Open Education; Politics of Education; *Role of Education; Social Problems; Sociology

Traditionally, educational administration is a technology of administrative control that systematically ignores both educational issues and those social and cultural issues that lie at the heart of people's commitment to, or alienation from, educational institutions. These social and cultural inequalities are investigated in a series of essays on educational administration that analyze the consequences of the imposition of an administration conceived as a technology of control. A discussion of alternatives is presented, followed by a brief account of a more adequate model based on contemporary sociology and philosophy of science. Finally, an argument is presented concerning the development of an educational theory of administration that serves the purposes of liberation and justice rather than control and inequity. Sixty-seven references are provided. The following readings complete the monograph: (1) "Educational Administration, the Sociology of Science, and the Management of Knowledge" (R. J. Bates); (2) "Open Schools--Open Society?" (B. Bernstein); (3) "School Knowledge and the Structure of Bureaucracy" (A. Wake); (4) "Knowledge Utilization: Epistemological and Political Assumptions" (D. H. Kerr); and (5) "Scientific Management and Critical Theory in Educational Administration" (P. E. Watkins). Each reading includes references and appropriate tables. An annotated bibliography of key works is provided to guide further reading. (WTH)

ED 283 267 EA 019 489

Gousha, Richard P.
The Indiana School Principalship: The Role of the Indiana Principal as Defined by the Principal.
PUB DATE- Oct 86
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Education; *Administrator Evaluation; *Administrator Role; Certification; Demography; Elementary Secondary Education; Objectives; Occupational Surveys; *Principals; Professional Development; Questionnaires; Work Environment
IDENTIFIERS- *Indiana

The public's demand for improvement of schools; the concern, debate, and inquiry about the principal's role; and the importance of principals' own views about their activities emphasize the need to enhance the body of knowledge about public school principals. This study utilized a 14-page questionnaire grouped into the following sections: (1) working environment of the principal; (2) demographic characteristics of the principal, reasons for becoming a principal, work experience and salary; (3) educational preparation, certification and professional growth; (4) task roles performed by the principal, including ranking of current and idealized roles; and (5) level of satisfaction with schools, education in the state, and career goals. Information from 630 respondents statewide was categorized according to school environment, school grade level, geographic region, and school size. Recommendations include a redefinition of a core curriculum for principal certification, a revision of an evaluation plan measuring administrative performance, an examination of underrepresentation of minorities and women, and an ongoing analysis of the role of principal to assist determination of the contribution to academic success. Included in the study are 52 references, 26 tables, and 3 figures. Two appendices present the questionnaire and the accompanying cover letter. (WTH)

ED 283 293 EA 019 519

Charters, W. W., Jr.
Two Approaches to Measuring Task Interdependence in Elementary Schools.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 79
NOTE- 28p.; For related papers, see EA 019 518-521.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Concurrent Validity; Educational Theories; Elementary Education; *Measurement Techniques; Multiunit Schools; Organizational Theories; Participative Decision Making;

*Qualitative Research; Questionnaires; *Rating Scales; Research and Development Centers; *Research Methodology; School Organization; Self Contained Classrooms; Teacher Student Relationship; *Team Teaching

This report compares two approaches to measuring task interdependence, a theoretically fruitful concept for analyzing an organization's technical system. Task interdependence exists among operating personnel in the degree that task performance of one operative constrains, augments, or otherwise poses contingencies for the performance of another. Of particular interest are contingencies that arise by virtue of workers' relative location in the workflow. The movement of pupils from one teacher to another for instruction, or "pupilflow," is the educational analogue of workflow. A self-report questionnaire developed in 1976 at Stanford University was compared with an objective approach developed at the University of Oregon, in which teachers were asked to record for 10 consecutive days the particular pupils whom they taught at any time during the day in each of five subject areas. After logs were obtained from the teachers, the data was assembled to reveal pupilflows and the teachers connected by them. Twenty-nine schools participated in the study; of these, approximately half had begun implementing Individually Guided Education Multiunit School programs two years earlier, while the other half served as controls. Results showed disappointingly low correspondence between the two measurement approaches. The paper offers a conceptualization of task interdependence for interpreting measures and for relating them to four common patterns of instructional organization--team teaching, cross-grouping, departmentalization, and the self-contained classroom. Tables of data appear throughout the report. (AA)

Koppel, Sheree P.
Assessing Vocational Needs in a Female Correctional Institution.
PUB DATE- Apr 87
NOTE- 109p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Education; *Correctional Education; Educational Needs; *Females; Needs Assessment; *Occupational Aspiration; Postsecondary Education; *Prisoners; Program Improvement; Vocational Education; *Vocational Interests

A three-phase study was conducted at a female correctional institution in the Midwest to determine inmates' occupational aspirations and educational needs. In the first phase of the study, 121 of the 167 inmates participated in 9 forums in which they voiced their career choices and ranked them in priority order. In the second phase, a panel of five experts studied job options and suggested vocational program ideas and ranked them. Finally, in the third phase, 62 inmates ranked their priorities concerning 9 programs they hoped to see established in the institution. The study found that the inmates exhibit an extensive variety of vocational interests, but that they often do not understand the effect of their prison records on the possibility of entering some occupations, such as nursing. In addition, some inmates had wide varieties of vocational interests that did not form patterns. The expert panel recommended that emphasis be placed on strong basic skills and that a program of career education be started to help inmates learn about jobs they could hold and the education necessary to obtain such jobs. Some of the programs suggested were computer literacy, business education, and communications-graphics. These recommendations reflect the combination of expressed inmate interest, the wisdom of key professionals, and the program choices of inmates. They can be used by program planners in correctional institutions to create programs and avert class action suits by inmates who feel shortchanged on education. (KC)

ED 283 010 CE 047 447

Introduction to Fish and Shellfish. Learning Activity Pack and Instructor's Guide 5.13a. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-342-BK-85; IE-343-BK-85
PUB DATE- Jan 85
NOTE- 46p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; *Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- *Fishes; Florida; Food Preparation; *Shellfish

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with fish and shellfish for restaurant use. Illustrated information sheets and learning activities are provided in these areas: buying and storing fish and shellfish (inspection, buying fresh fish and shellfish, buying preserved fish and shellfish, and storing fish and shellfish); timetable for cooking fish and shellfish; and garnishes and sauces for seafood. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 024 CE 047 487

McGrath, Zoe F.; Moseley, James L.

Insulin: All You Need To Know but Were Afraid To Ask. A Patient Education Module.

PUB DATE- 87
NOTE- 39p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Diabetes; *Drug Education; Learning Modules; *Patient Education; *Self Care Skills; *Special Health Problems
IDENTIFIERS- *Insulin

This learning module is intended to assist outpatient professional nurses in teaching patients to measure and administer their own insulin and to deal with diabetic emergencies when out of the hospital. The instructor's information (presented in an appendix) includes an overview of the topics covered in the patient module, general directions for presenting the module to diabetic patients, and page-by-page directions for completing blanks in the student module by supplying information pertaining to the patient's own type of insulin, dose regimen, physician, and special instructions. The student module includes information sheets with blanks allowing them to be customized to the individual patient's drug regimen. The following topics are covered on the patient information sheets: prerequisite computational skills, insulin and how it works, why insulin needs to be injected, insulin storage, procedures for measuring insulin and preparing the syringe, techniques for administering the injection, syringe disposal, travel hints, and diabetic emergencies. Three knowledge review exercises and a module posttest are also included. (MN)

ED 283 051 CE 047 540

Wyatt, Eve; Smerk, George
Microcomputers in Transit: A Needs Assessment and Implementation Handbook. Final Report.
Indiana Univ., Bloomington. Inst. for Urban Transportation.
SPONS. AGENCY- Urban Mass Transportation Administration (DOT), Washington, D.C.
REPORT NO.- DOT-I-86-07
PUB DATE- Apr 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Automation; Business Education; *Computer Literacy; Computer Oriented Programs; Computer Software; *Management Information Systems; Management Systems; *Microcomputers; Staff Development; *Traffic Control; *Transportation
IDENTIFIERS- *Public Transportation

This handbook describes a practical step-by-step process for introducing microcomputers to small- and medium-sized transit operating agencies. The introductory chapter deals with the objective of buying a microcomputer system, the characteristics of microcomputers, microcomputer software, microcomputer system components, and issues faced in microcomputer implementation. The second chapter discusses the ad hoc, black box, rational, and incremental approaches to computerizing a transit operating system. The final three chapters deal with the following phases of automating a transit system: planning and strategy (reviewing tasks, exploring microcomputer applications, assessing software and hardware requirements, and formulating training and support requirements); initial implementation (choosing initial applications, software, and hardware; procuring them; and implementing the automation process); and additional applications (updating the plan, applying development strategies, developing an incremental application, formulating functional specifications, working with a programmer, and managing the system). The section on system management deals with coordinating hardware and applications, setting priorities, developing documentation standards, and providing ongoing support to system users. A 10-page glossary and annotated reference list are appended. (MN)

ED 283 064 CG 019 953

Lopez, Gil
A Plan to Improve Psychological Services from the Public School System to the Private School Sector.

PUB DATE- 1 Nov 86
NOTE- 67p.; Ed.D. Practicum, Nova University.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Consultation Programs; *Educational Cooperation; Elementary Secondary Education; Exceptional Persons; Institutional Cooperation; Interschool Communication; Practicums; *Private Schools; *Psychoeducational Methods; *Psychological Services; *Public Schools; Referral; School Counseling; School Psychologists

This practicum was designed to improve the quality of psychological referrals from private schools to the public school system by establishing a consultative conference procedure. The primary purpose of the conference was to establish open communication between teachers and the school psychologist and to provide more immediate psychoeducational alternatives for teachers to implement in the classroom. Consultative services hence became available to all cases regardless of eligibility for psychoeducational testing. A program was established wherein each referral went through the consultative conference procedure with teachers from the referring private school, parents, and school psychologist present at the meeting. The consultative conference procedure was evaluated through teacher and parent questionnaires. Results indicated significant support for the conference procedure from more than 80 percent of parents and teachers. The data strongly indicated that the consultative services were perceived as highly beneficial in impacting the quality of services rendered to children with behavioral and academic problems. The positive results obtained in this pilot program have moved administrative officials to adopt the consultative conference as part of the public school system's procedure for exceptional education and on referrals from private schools. (Appendices contain parent and teacher evaluation forms, consultative conference assessment recommendation forms, the Dade County, Florida Public Schools Department of Exceptional Student Education evaluation forms, and a memorandum of commendation. Tables give information on parents' response/evaluation, teachers' response/evaluation, and a comparative analysis of services.) (Author/NB)

ED 283 078 CG 019 967

Bianchi, Lisa Gabardi; And Others
The Effects of Divorce on College Students.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Albuquerque, NM, April 30-May 2, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; College Students; *Depression (Psychology); *Divorce; Higher Education; Marriage; *Parent Influence; *Sex Differences; Student Attitudes; *Young Adults

Statistics demonstrate that parental divorce is a compelling social issue affecting a large number of children. While investigations of the effects of divorce on children have grown rapidly in the last decade, there is a paucity of research on the effects of divorce on older adolescents and young adults. Given the developmental importance of identity and intimacy issues for the older adolescent and young adult, it would seem that the divorce of their parents would have a significant impact on their own development. A study was conducted to examine the effects of divorce on college students (N=500) on measures of depression, self-esteem, sexual behavior, attitudes about marriage, and general psychological functioning. The study compared students from intact and divorced families, and made specific comparisons across sex of the student and number of years since the parents' divorce. The results indicated that men with divorced parents experienced more depression than did women with divorced parents. For women, but not for men, those who had experienced a parental divorce within the past year showed more expressiveness than did those who had experienced a parental divorce more than one year ago. The hypotheses that college students from divorced families would have more negative attitudes toward marriage and that college women with divorced parents would exhibit sexual acting out were not supported. A five-page list of references is provided. (NB)

ED 283 092 CG 019 981

Silverman, Wade H.; And Others
The Devereux Model: Intensive Intervention with Children for Competency and Life Enhancement.
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Career Development; Children; Competence; *Educational Methods; Elementary Secondary Education; *Emotional Disturbances; Interdisciplinary Approach; *Interpersonal Competence; Intervention; Models; Normalization (Handicapped); Residential Programs; *Skill Development
IDENTIFIERS- *Devereux Model

The four sections in this document on the Devereux Model were written by different authors who work at the Devereux Center in Georgia and were presented as part of a symposium on the model. "The Devereux Model: Intensive Intervention with Children for Competency and Life Enhancement" (Wade H. Silverman) describes the Devereux Center as a decentralized, multidisciplinary, intensive residential treatment center serving approximately 88 moderately to severely disturbed adolescents at one time. The Devereux Model is presented as an intensive intervention model for children and adolescents which is based on competency-building, normaliztion, and social skills development. "Normalization and Habitation in the Treatment of Adolescents" (J. Mario Uribe) discusses the contribution of the mental health therapist, in general, and of the psychiatrist, in particular, as members of the intervention team. "Competency-Based Education for Emotionally Impaired Adolescents" (Audrey Christie) discusses the contributions of the Devereux educational program to the treatment plan and describes Devereux's success-based orientation and the integration of social and academic learning. "The Intervention of Skill Development and Environmental Design in Vocational and Career Development" (David Poole) describes how client evaluation is used to design a work milieu to foster positive work attitudes, social skills, and vocational skills for successful employment. (NB)

ED 283 161 CS 210 557

Ramsey, Shirley A.
Signaled Stopping and Cognitive, Language Principles Applied to Public Relations Writing.
PUB DATE- Aug 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; *Figurative Language; Higher Education; Language Processing; Language Research; Learning Theories; *Public Relations; Reading Comprehension; Semantics; *Writing Processes; Writing Research
IDENTIFIERS- Grunig (James); *Signaled Stopping Technique

To investigate the hypothesis that cognitive rules govern writing behavior, Carter's signaled stopping technique was used to study language and cognitive effects in public relations messages. Principles from Grunig, et al (1985) Axiomatic Theory of Cognition and Writing, which proposed premises, axioms and definitions about writing, were applied to one group of 30 college students and another group of 29 students to test for important differences in signaled stops for two versions of a story about alcohol abuse. Control groups read a story without figures of speech, and experimental groups read a story worded exactly the same, but with analogies and examples. Stops for the following reasons were coded: (1) confusion about the text, (2) need to reread, (3) need to ask a question, (4) reflection about the text, (5) sudden insight or understanding, (6) to agree, and (7) to disagree. Results revealed that signaled stops for thinking and for understanding were significantly greater for the experimental groups, whose text contained figures of speech. The figures of speech caused few confusion stops, however, and there was no clear pattern for questioning stops. The findings suggested that, while the signaled stopping technique requires refining, it is a useful new way for testing messages for understanding and meaning. (SKC)

ED 283 175 CS 210 596

Fontaine, Sheryl I.
Audience Awareness and the Interpersonal Function of Writing.
PUB DATE- 19 Mar 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cognitive Development; Developmental Stages; Elementary Secondary Education; Interpersonal Communication; *Letters (Correspondence); Protocol Analysis; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Audience Awareness; Writing Attitudes

A case study of writing behavior illustrates the potential rift between writers' awareness of audience perspective and their application of this knowledge. Twelve students (four each, aged 9, 13, and 18) in the San Diego, California, school system were asked by their teacher to write two letters about memorable places they had visited--one to a friend and the other to an aunt. During their stimulated recall discussions and interviews, the nine-year-old writers referred to the audiences' interest, location, knowledge of the place described, and experience--a strong suggestion that they were aware of distinctions between the separate audiences' perspectives. However, the letters they wrote gave little evidence that they incorporated this knowledge into their writing. Comments made by the older writers indicated that these writers were also aware of audience perspective, but they appeared to make textual decisions based on this knowledge. Their remarks in interviews and stimulated recalls were consistent with those made during their writing protocols. The nine-year-olds need an impetus to apply their knowledge of audience to their writing, an impetus that comes from recognizing that written language can function interpersonally. To develop the students' own theory of writing, the classroom must become a community concerned with writing and with being an audience for both writing and reading. (Four pages of references are included.) (NKA)

ED 283 202 CS 210 638

Rubin, Alan M.; And Others
A Methodological Investigation of Cultivation.
PUB DATE- Aug 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Audiences; *Information Sources; *Mass Media Effects; Popular Culture; Public Opinion; Realism; Research Methodology; *Social Cognition; Television; Television Research; *Television Viewing; Use Studies
IDENTIFIERS- Audience Response; *Cultivation Theory (Television); *Media Use

Cultivation theory states that television engenders negative emotions in heavy viewers. Noting that cultivation methodology contains an apparent response bias, a study examined relationships between television exposure and positive restatements of cultivation concepts and tested a more instrumental media uses and effects model. Cultivation was thought to be linked to greater viewing selection, intention, attention, and perceived realism. Subjects, 392 adults (ages 17 to 88, 50.5% male, 49.5% female) completed a questionnaire. Correlation analysis showed television exposure to be unrelated to the positively worded cultivation measures; program selectivity was related to all cultivation measures except interpersonal connectedness. Regression analyses added that individual demographic differences and program selectivity accounted for most of the variance in cultivation perceptions. Findings suggested that methodology may explain cultivation effects that have been attributed to television exposure levels, and that, by using positive concepts, the notion that TV can have only negative influences on personal perceptions is underscored as a fallacy. Findings also suggested that television may not be the dominant influence on many interpersonal perceptions. The instrumental media uses and effects model tested with some success. (Five tables of data and notes are appended.) (Author/NKA)

ED 283 215 CS 210 664

Stohrer, Freda F.
Technical Writing 1987: Galloping Off in at Least Two Directions.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987). For a related paper, see ED 268 317.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Corporate Education; *Curriculum Development; Educational Needs; Education Work Relationship; Higher Education; *Job Skills; *Program Content; Teaching Methods; *Technical Writing; Writing for Publication; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Job Literacy; *Technical Communication
Technical writing instructors generally agree about the absolute need for communication skills throughout the technological work place, but a survey of technical writing journal articles shows a lack of focus on ways to address business's needs for on-the-job literacy. One major advance within the profession in recent years has been the development of university programs to prepare students for careers as technical communicators. Programs build from a basic technical writing course that usually follows one or two courses in fundamentals of English grammar and composition. The broader interdisciplinary field of technical communication stresses collaborative writing assignments, the entire technical publication process, and the incorporation of oral or visual communication components. The foundation of a technical communication program is still the introductory class in technical writing or report writing, often required by various technical and scientific disciplines as part of their degree programs, and the only opportunity writing instructors have to improve the skills of the nonmajors. Some professionals argue that English departments should work with industry to plan "specialized practical writing courses," while others argue that discrete courses in business writing or other kinds of professional writing are outmoded. Basic technical writing courses should emphasize those common rhetorical principles that underlie the design and development of all writing. Meanwhile, a new response to the serious literacy problem across the country is gaining attention: American business taking on the responsibility for literacy, with the corporate school becoming almost as extensive as the traditional university system. (Twenty endnotes are appended.) (NKA)

Indiana AIDS Prevention Plan, 1986. Version 1.0.
Indiana State Board of Health, Indianapolis.

PUB DATE- Jan 86
NOTE- 106p.; One page (of Appendix A) not legible; statistics in appended tables are in small type.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Allied Health Occupations; *Communicable Diseases; Health Personnel; Higher Education; *High Risk Persons; Hospital Personnel; Institutional Personnel; Minority Groups; Perinatal Influences; *Policy Formation; *Prevention; School Personnel; *Special Health Problem *Statewide Planning
IDENTIFIERS- Indiana

The Indiana statewide Acquired Immune Deficiency Syndrome (AIDS) prevention plan focuses on community education efforts targeted for specific high risk groups as well as health care and other professionals. Plans are summarized for dissemination of information to the following groups: risk groups, physicians, dental health, nursing, ancillary health care workers, emergency medical services personnel, long-term health care workers, university and school personnel, and correctional system personnel. Additional topics discussed include AIDS in the workplace, AIDS among black/minority populations, perinatal transmission of AIDS, support to local community efforts, reporting practices, and screening. Indiana's plans for treatment services are described, and approaches to reducing high-risk behavior are discussed. Appendices consisting of article reprints and copies of guidelines and regulations comprise over half the document. They include "AIDS on Campus: Emerging Issues for College and University Administrators," by Sheldon Elliot Steinbach; "Policy for School and Work Attendance by University Students or Employees with Acquired Immune Deficiency Syndrome," prepared by Dennis L. Madson; "Communicable Disease Regulation HCD-33, State of Indiana"; "Guidelines for Children with AIDS/ARC Attending School"; and definitions of AIDS and ARC (AIDS-Related Complex). (JW)

ED 283 037 CE 047 510

Kelley, S. C.; And Others

Employment Projections in the Primary Metals Industry.

Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 86
NOTE- 248p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Collected Works - General (020)
DESCRIPTORS- *Electronics Industry; *Employment Patterns; *Employment Projections; Employment Statistics; Labor Market; *Machinery Industry; *Metal Industry; Occupational Information; Research Methodology; Statistical Analysis; *Transportation
IDENTIFIERS- *Ohio

This document contains five working papers featuring employment projections for five segments of industry in Ohio. The purpose of the studies described in the papers is to evaluate projections generated by the quantitative models used in the projections process and to elicit insights and qualitative information from industry practitioners that are not otherwise available to analysts. The methodology for these projections involves a projection of Ohio's share of national industry employment for each industrial sector. This share projection is then fitted to the Bureau of Labor Statistics' projection for each industry to estimate Ohio's employment in the sector in the target year. These sectoral employment projections are then fitted to industry-specific staffing patterns derived from periodic surveys of Ohio business establishments adjusted by a set of change factors to anticipate the effects of technical change on the occupational mix. These final estimates of future occupational requirements are then adjusted by a set of occupation-specific replacement rates to estimate total requirements. The more qualitative analysis represented by the working papers reflects a concern with the validity of long-term projection models in periods and in areas affected by extreme structural change and/or severe economic fluctuations. The employment projections in these five papers are for the primary metals industry; fabricated metal products; machinery industry (except electrical); electrical and electronic machinery, equipment, and supplies; and transportation equipment. The package also includes a report on a test of the Occupational Area-specific Staffing Information System (OASIS). (KC)

ED 283 120 CS 008 758

Bruinsma, Robert W.
The Effect of a Summer Workshop on Teachers' Theoretical Orientation to the Teaching of Reading.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Inservice Teacher Education; Primary Education; *Reading Instruction; Reading Research; *Teache Attitudes; *Teacher Workshops; Teaching Methods
IDENTIFIERS- Theoretical Orientation to Reading Profile; Whole Language Approach

A study replicating a previous experiment and study, Bean, Bishop and Leuer (1982), examined the usefulness of the Theoretical Orientation to Reading Profile (TORP) in measuring change in teachers' theoretical orientation to the reading process as a result of inservice education. Subjects, 12 elementary school teachers who attended a nine day summer workshop on teaching reading and language arts in the primary grades, completed the TORP measure before and after the workshop. Six other teachers enrolled in a concurrent but unrelated workshop also completed the measure as a control. As in the previous study, the results indicated that the reading/language arts workshop participants significantly altered their pretest beliefs about the reading process towards a whole language orientation and away from an isolated phonics orientation. The control group's orientation did not change significantly, supporting the view that it was, in fact, the content of the reading workshop that was responsible for the attitude change. Although the study does not answer the question of whether the teachers involved acted in congruence with their

changed beliefs, it does demonstrate the usefulness of the TORP measure in assessing teachers' beliefs about reading, and of using a summer workshop format to effect significant change in such beliefs. (HTH)

ED 283 242 EA 019 442

DeRoche, Edward F.
An Administrator's Guide for Evaluating Programs and Personnel: An Effective Schools Approach. Second Edition.
REPORT NO.- ISBN-0-205-10512-2
PUB DATE- 87
NOTE- 319p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H05127; $32.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Administrator Evaluation; Administrator Guides; Curriculum Design; Elementary Secondary Education; *Evaluation Methods; Extracurricular Activities; Food Service; Instructional Leadership; *Program Evaluation; Pupil Personnel Services; School Community Programs; School Community Relationship; *School Effectiveness; Student Transportation; Teacher Administrator Relationship; *Teacher Evaluation

Determining the effectiveness of a school's programs and personnel responding to the public's pleas for quality education, finding ways to enhance teaching and learning, and helping parents and the community to cope with the problems of raising children are all major tasks faced by principals. Ten issues of evaluation are considered in these chapters: (1) the premises for effective schools and the factors that make for quality education; (2) an audit procedure examining the principal's vision of the school, school mission and goals, and environment and culture; (3) the principal as instructional leader; (4) the problems of evaluating tenured, experienced teachers and the induction of new teachers; (5) the evaluation of effective curriculum designs, and practices that help the administrator make decisions; (6) the evaluation of student activities programs; (7) the evaluation of pupil personnel services and personnel; (8) the evaluation and improvement of school-community relations and programs; (9) the evaluation of the effectiveness of office, food, and transportation services; and (10) the updating of the content of this second edition, and new ways to evaluate principals' effectiveness in managing the school plant and facilities. Each chapter lists references and contains evaluation forms. An index is included. (WTH)

ED 283 268 EA 019 490

Marangou, Stella
Educational and Social Reforms and Their Implications for Educational Facilities Planning.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities, Values, and Contents (Jerusalem, Israel, November 16-21, 1986). Some figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Facilities Planning; Educational Planning; Elementary Secondary Education; *Facility Requirements; Federal Legislation; *Federal Programs; Foreign Countries; Government School Relationship; Long Range Planning; Participative Decision Making; Program Effectiveness; *Program Implementation; Sociocultural Patterns; Space Utilization; Spatial Relationship (Facilities)
IDENTIFIERS- *Greece

Changes in planning and design of educational facilities in Greece, formalized by legislation in 1985, were the result of major educational and social reforms begun in 1982. This report analyzes issues involved during the present educational facilities transitional phase and recommends establishment of a central support service. The legislative act, which reorients planning regulations and management procedures from the Ministry of Education to prefectures and local authorities, introduces changes that comply with social developments toward decentralization, equality of opportunity, and public involvement in decision making. Existing regulations and traditional school building designs are inadequate to accommodate current needs. A comparison of the traditional system and building design with the reformed illustrates the difficulty of introducing innovations, for the reformed general design principle calls for a flexible organization of teaching space while buildings continue to meet traditional needs. To implement the new programs nationwide, central guidelines for planning and design should be established. A central support service should conduct research and development, evaluation, and work with local authorities, functions that are presently carried out by informal groups within the ministry. Continuous changes in education and society place demands on educational facilities, thereby reinforcing the need for central support services during this transitional phase of reform. (CJH)

ED 283 281 EA 019 505

Mabry, Rodney H.; And Others
Fringe Benefits and the Value of Summer Leisure for Public School Teachers in the Southeast.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Southeastern Regional Council for Educational Improvement, Researc Triangle Park, N.C.
PUB DATE- Apr 87
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). This paper is drawn from research completed under contract to R.B.M. Research, Inc.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Opportunities; *Educational Benefits; Educational Equity (Finance); Elementary Secondary Education; Employer Employee Relationship; *Employment Practices; *Financial Policy; Incentives; *Leisure Time; Merit Pay; Research Utilization Salary Wage Differentials; School District Spending; Surveys
IDENTIFIERS- *United States (Southeast)

This report focuses on the fringe benefit element of total compensation for teachers in the Southeast. Study objectives include the following: (1) identifying teachers' fringe benefits in 12 Southeastern States; (2) examining the variation in fringe benefits within the region; (3) examining whether summer free time is a benefit or detriment; and (4) comparing teacher fringe benefits and total compensation in the Southeast with regional and nationwide industries. The report's first section describes the study time frame and data collection that was conducted in early spring 1985. The study highlights major fringe benefits available to teachers in the Southeast and analyzes the theoretical basis of the value of summer leisure. The final section estimates the values of summer leisure, other fringe benefits, and total compensation. Fringe benefits, as a percentage of salary, are compared to corresponding figures for other industries. Study results indicate: (1) educational attainment appears to raise salaries less rapidly than experience; (2) fringe benefits for beginning teachers average 32.2 percent of salary; (3) estimated "mean value" of summer leisure for teachers in the region is 13 percent of salary; and (4) teacher fringe benefits, excluding summer, are comparable to private industry as a percent of salary and exceed industry if leisure is included. Two reference pages and data reports are appended. (CJH)

ED 283 306 EC 192 418

Brandenburg, Sara A., Ed.; Vanderheiden, Gregg C., Ed.
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 2: Switches and Environmental Controls. Rehab/Education Technology ResourceBook Series.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-316-896152
PUB DATE- 87
NOTE- 237p.; A product of the Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For ResourceBooks 1 and 3, see EC 192 417 and EC 192 419.
GRANT- G008300045
AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Communication Aids (for Disabled); *Computers; *Disabilities; *Electronic Equipment; Older Adults
IDENTIFIERS- *Environmental Control; *Switches

One of a series of three resource guides concerned with communication, control, and computer access for disabled and elderly individuals, the directory focuses on switches and environmental controls. The book's three chapters each cover products with the same primary function. Cross reference indexes allow access to listings of products by function, input/output feature, and by computer model. Switches are listed separately by input/output features. Typically provided for each product are an illustration, the product name, vendor, size, weight, power source, connector type, cost, and a description. The first chapter describes switches and controls including those marketed as separate devices and intended to be used with a wide range of communication or control aids. The second chapter presents environmental controls which control some other device in the person's environment including page turners, telephone dialers, and remote appliance switches. The last chapter reviews call, monitoring, and memory systems among which are special call buzzers, adaptations to hospital call systems, telephone emergency call systems, activity monitors for elderly or disabled persons, and memory aids or reminder systems. Appendixes include a list of additional sources of information, a glossary, addresses of manufacturers listed with their products, and an alphabetical listing of all products in the 3-book series. (DB)

Rabinowitz, Mitchell; Glaser, Robert
Cognitive Structure and Process in Highly Competent Performance.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1986/15
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Information; Association (Psychology); Cognitive Ability; *Cognitive Processes; *Cognitive Psychology; *Cognitive Structures; Comparative Analysis; Exceptional Child Research; Generalization; *Gifted; Knowledge Level; Learning Processes

The pamphlet reviews cognitive and developmental psychology research in which skilled and less skilled performance patterns and mechanisms have been compared. Knowledge has been described, in theory, in terms of an associative network in which concepts are represented as the nodes of the net, and relations between concepts serve as associative links. Variations in knowledge may be described in terms of amount, organization, and accessibility. Competent performance is often indexed by the ability to retrieve information easily. The initial representation that one constructs during a task is an important determinant of performance characteristics. Individuals with outstanding abilities develop representational competence that leads to high-quality performance and to abilities that enable them to predict, derive questions, and quickly get to main points. Increased automaticity in cognitive processing provides easy accessibility to relevant knowledge and frees up attentional resources which can then be directed toward other aspects of the task. Research needs to be conducted on the differences between gifted and average individuals in the acquisition of knowledge and related cognitive skills, in the accessibility of information, in the representation of problem situations, and on how such differences determine the properties of outstanding performance. (JW)

ED 283 349 EC 192 779

Eiserman, William D.; Osguthorpe, Russell T.
Intellectually Handicapped Students as Tutors: Implementing Total Class Tutoring.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 17p.; For related document, see ED 258 419.
GRANT- G008300007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Skills; Disabilities; Elementary Education; Interaction Process Analysis; *Interpersonal Competence; *Mental Retardation; Parent Attitudes; Peer Acceptance; *Peer Teaching; Self Esteem; Special Classes; Teacher Attitudes; *Tutoring
IDENTIFIERS- *Disabled Students as Tutors*

The second year of a 2-year study on the benefits of using handicapped students to tutor nonhandicapped peers focused on the effects of having all students in a special class tutor simultaneously (the total class tutoring method). Forty intellectually handicapped students (IQs ranging from 50 to 75) tutored 60 nonhandicapped agemates in basic sign language (learned previously in the special class setting). The program was evaluated based on free-play observations, parent interviews, teacher interviews, and tutoring observations. The free-play observations indicated a significant increase in the time spent by handicapped students interacting with nonhandicapped students after tutoring began, suggesting the positive impact of reverse role tutoring on the social acceptance of handicapped students. In interviews with 20 parents of tutors, most parents reported their child as having positive feelings about the program, improved social interactions, improved self-esteem, and improved communication skills. Results of interviews with the three special class teachers indicated that all of the teachers perceived significant benefits from the tutoring program. The regular class teachers who were interviewed indicated the greatest benefit was the opportunity for their students to develop friendships with handicapped students. Finally, observations of the tutoring sessions indicated that students maintained the tutor/tutee relationship and tutors consistently performed basic tutoring skills. (DE)

ED 282 983 CE 047 395

Vocational Education: Its Programs and Students. A Study of Vocational Education. Report #1.

South Carolina State Council on Vocational and Technical Education, Columbia.

PUB DATE- Dec 85

NOTE- 54p.; For report #2, see CE 047 396.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Enrollment Trends; High Schools; Outcomes of Educatio *Program Implementation; *Program Improvement; Statewide Planning; Student Attitudes; *Student Characteristics; *Vocational Educatio

IDENTIFIERS- *South Carolina

This report addresses two elements of an eight-part study of South Carolina's vocational education system. The report provides an overview of major national and state issues regarding vocational education in grades 9-12 and the structure and operation of the system. Statewide information about enrollment patterns and a profile of students who enroll in vocational education are provided. Four major issues are identified in the report: (1) various ideas of the purposes of vocational education; (2) accountability in vocational education; (3) problems in the day-to-day delivery of vocational education; and (4) identifying the true "vocational" students for purposes of accountability. The national overview of vocational education showed that (1) vocational education programs are varied; (2) nearly 3 million students are enrolled in vocational education programs related to an occupation, while about 4 million are enrolled in nonoccupational vocational programs; and (3) only about 10 percent of vocational education funding comes from the federal government. Information on enrollment patterns and profiles of students in vocational courses in South Carolina revealed that (1) two-thirds of students take at least one vocational course at their high schools; (2) enrollments tend to follow traditional gender lines; and (3) more whites than blacks enroll in business education, the reverse of the ratio in trade/industry courses. Based on the study, recommendations were made to clarify programs goals, to get information to students, and to increase efforts to expose students to nontraditional occupations. (KC)

ED 283 079 CG 019 968

Witte, John F.

Educational Enrollment, Attainment and the Effects of Educational Achievement in the Midwest.

PUB DATE- Feb 87
NOTE- 52p.; Paper presented at the Annual Conference of the North Central Regional Educational Laboratory (1st, Chicago, IL, February 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Census Figures; *Databases; Educational Assessment; *Educational Attainment; *Educational Status Comparison; *Education Work Relationship; Elementary Secondary Education; Enrollment; *Enrollment Trends; *High Risk Students
IDENTIFIERS- *United States (North Central)

This report summarizes education data obtained from 1980 census individual record files for the seven states (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) that comprise the north central education region. The report and the appended data tables are based on five percent samples of the midwest region and each of its seven states. The data presented were collected to produce a common database across states, providing policymakers and researchers with relevant, comparable information on educational topics. Special emphasis is placed on problems of at-risk youth. It is noted that the data will be used in parallel and subsequent studies directly related to assessing the financial impact of the at-risk population and addressing specific problems of employment and job training in the region. The appended data presentation is outlined and explained in the text. Data in appended tables focus on educational enrollment; educational attainment; and the effects of varying educational attainment on employment, household status, income, and occupation. The text contains a summary of selected results in these areas. The report concludes that the younger cohort is significantly better educated than the older cohort, but that for the less educated among the young, the consequences are considerably more serious than for the less educated among the older cohort. Forty-two tables are appended. (NB)

ED 283 189 CS 210 617

Brown, Lee

The Mutilated Boy and the Press: A Rumor Study.

PUB DATE- Aug 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Credibility; *Editorials; Editors; *Folk Culture; *Information Sources; Journalism; Legends; Mass Media Effects; *Newspapers; *Social Responsibility; *Urban Areas
IDENTIFIERS- Editorial Policy; Folktales; Media Role; *Rumors

Responsible editors avoid printing falsehoods, but the public sometimes demands that rumors be covered in the press. One example of such rumors and the way editors deal with them is the "Mutilated Boy." The "Mutilated Boy" rumor has been circulating for decades and involves a brutal attack upon a small boy in a public rest room. The "crime" is almost always presented as racially motivated, making it even more sensational. A number of newspapers in areas where this rumor has surfaced printed editorials denouncing the story as false. Media critics tend to advocate simply ignoring such rumors, however, fearing that readers might notice only that an account of the story was published and not that it was being denounced. This presents a dilemma for newspaper editors, who are often accused of "covering up" if they ignore a rumor, but fear that acknowledging a rumor will only serve to fuel it. Experts seem unable to agree on the socially responsible course of action for editors faced with a persistent rumor, suggesting the need for further research. (A bibliography and 50 endnotes are included.) (AEW)

ED 283 228 CS 505 634

Levine, Deborah Clark
Small Talk: A Big Communicative Function in the Organization?
PUB DATE- 19 May 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Employee Attitudes; *Employer Employee Relationship; *Interpersonal Communication; Interpersonal Relationship; Organizational Climate; *Organizational Communication; Social Environment; Vertical Organization; *Work Environment
IDENTIFIERS- *Conversation; Organizational Culture; *Small Talk

Defining small talk as "superficial talk about matters of little concern," a study examined the role of small talk in the work place. Subjects, 51 white collar workers and clerical employees at three corporations, an Eastern state university, and two small businesses completed a questionnaire concerning the following questions: (1) What are employees' feelings about small talk in general? (2) Is there a correlation between small talk with one's boss and trust in him or her? (3) Does small talk in the organization correlate with openness? and (4) What topics do people cover during small talk with boss and coworkers? Results indicated that respondents did not have negative opinions about small talk and small talk users. In fact, they considered small talk useful and a way of getting to know people. On the other hand, respondents did not wish their bosses to know more about their personal lives and seemed to prefer small talk with coworkers more than with their bosses. Findings also indicated that employees had a negative opinion about some aspects of small talk with their employers, but that they did appear to appreciate the ability to initiate small talk with the boss. Employees seemed to prefer controlling their relationships with their employers by maintaining its nonpersonal nature in such ways as selecting of nonpersonal topics during small talk rather than discussing their personal lives as they did with coworkers. (Six tables of data and references are included.) (NKA)

ED 282 997 CE 047 434

Introduction to Commercial Cooking Equipment. Learning Activity Pack and Instructor's Guide 4.1. Commercial Foods and Culinary Arts Competency-Based Series. Section 4: Equipment Handling, Operation and Maintenance.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-306-BK-85; IE-307-BK-85
PUB DATE- Jan 85

NOTE- 50p.; For other documents in this series, see CE 047 435-456.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; *Equipment Maintenance; *Equipment Utilization; *Food Handling Facilities; *Food Service; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- Florida

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with the workings of and equipment found in commercial kitchens. Illustrated information sheets and learning activities are provided on each of the following topics: work stations, kitchen flow, and major kitchen equipment (receiving, storage, preparation, cold foods, baking, hot foods, pickup and holding, and dishwashing equipment). The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 011 CE 047 448

Buying, Preparing, and Cooking Fish. Learning Activity Pack and Instructor's Guide 5.13b. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-344-BK-85; IE-345-BK-85
PUB DATE- Jan 85
NOTE- 51p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competency Based Education; *Cooking Instruction; *Food; Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- *Fishes; Florida; *Food Preparation

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with the market forms of fish, how to clean and portion them, and how to cook them. Illustrated information sheets and learning activities are provided in these areas: buying fish (types of fish, market forms of fish); scaling, cleaning, and portioning fish; and fish cooking methods (cooking fish, frying, cooking in liquid, and dry heat cooking). The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 025 CE 047 491

Harris, George D.

Sex Equity Workshops for State Technical Colleges. Vocational Education Professional Development Project 1985-1986. Final Report.

Connecticut State Board of Trustees for State Technical Colleges, Hartford.
PUB DATE- Jun 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Females; *Nontraditional Occupations; Postsecondary Education; *Sex Fairness; Staff Development; *State Colleges; Statewide Planning; *Student Recruitment; *Technical Education; Workshops
IDENTIFIERS- *Connecticut

Females comprise less than 25 percent of the student enrollment in Connecticut's state technical colleges, and more than 70 percent of them are clustered in data processing technology. For this reason, a sex equity workshop was held for a total of 28 representatives of the state's technical colleges. All of the participants felt that they gained a heightened awareness of the equity issues confronting state technical colleges, and each of the five colleges has since formed an equity action team and an equity action plan. A brochure intended to recruit more women into Connecticut state technical colleges was also developed. (A brief project report is followed by appendixes, including the project agenda; the equity action plan developed by Thames Valley, Greater New Haven, Waterbury, Norwalk, and Hartford state technical colleges; a list of workshop participants;, and a tally of the workshop evaluation forms completed by the participants. Each equity plan includes the names of equity team members, objectives, methods to be used, a plan timeline, and the names and titles of persons responsible for the plan's implementation.) (MN)

ED 283 052 CE 047 557

Welch, Frederick G.; Erwin, Michael
The Co-Op/Disadvantaged Job Success Project. Final Report.
Vocational-Technical Education Research Report.
Pennsylvania State Univ., University Park. Dept. of Vocational Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.
PUB DATE- 1 Aug 86
NOTE- 79p.
CONTRACT- 86-6018
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Education; *Disadvantaged Youth; *Education Work Relationship; *Inservice Teacher Education; Intervention; Job Placement; Outcomes of Education; School Business Relationship; Secondary Education; Statewide Planning; *Transitional Programs; Urban Education; *Urban Youth; Vocational Education
IDENTIFIERS- *Pennsylvania

The Co-op/Disadvantaged First-Job Success Project was organized to provide inservice training to vocational teachers and cooperative education coordinators who work with inner city disadvantaged youth in the south central region of Pennsylvania. The project was organized in a manner that allowed project staff, co-op coordinators, and teachers to work as a team to investigate the issue of assisting inner city youth in making a successful transition from school to work. Group and one-on-one training was provided in areas such as identification and assessment, training plan development, curriculum modification, job survival skill training, theory class preparation, and evaluation techniques for serving disadvantaged students in the transition period. The vocational teachers, co-op coordinators, and other placement personnel also attended monthly meetings with resource people and selected employers to discuss ways in which to assist students in making a successful transition to work. The project demonstrated that programs to ease the school-to-work transition of inner city disadvantaged youth must begin at the intermediate or even elementary levels, labor laws should be amended to allow inner city youth to acquire job experience before leaving school, more role models for these students should be identified, and schools must enhance their ties with community businesses so as to integrate more disadvantaged students into the workplace. (Appendixes include sample committee agendas and meetings, lesson plan activity reports, and a literature review.) (MN)

ED 283 065 CG 019 954

Schwartz, Robert M.; Garamoni, Gregory L.
States of Mind Model: Anxiety, Depression, and Coping with Stress.
PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Cognitive Psychology; *Counseling Theories; Depression (Psychology); Meta Analysis; *Models; *Psychopathology; *Psychotherapy; *Self Evaluation (Individuals); Stress Variables

The structural model of positive and negative cognition derives from principles of information processing, intrapersonal communication, and cybernetic self-regulation. The model proposes five distinct states of mind quantitatively defined by the proportion of positive to total cognition. A positive dialogue with a set point proportion of .618 plus or minus .06 is considered a functionally optimal balance because of information processing properties that render negative events maximally striking. States of mind that deviate from this optimal balance are associated with psychopathology. Specifically, mild dysfunction is characterized by an internal dialogue of conflict with a set point of .500 plus or minus .05 and moderate dysfunction by a negative dialogue with a set point of .382 plus or minus .06. Analyses of 27 studies of normal, anxious, and depressed subjects indicated that the model fit existing data. Insufficient data were available to evaluate the two extreme states of mind--positive monologue (greater than or equal to .69) and negative monologue (lesser than or equal to .31). The states of mind model provides a theoretical and empirical framework for the study of cognitive balance in development, psychopathology, and psychotherapy. (Data tables and graphs are included.) (Author)

ED 283 093 CG 019 982

Silverman, Wade H.
Guidelines for Competence and Skills Development for Substance Abuse Prevention.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Alcoholic Beverages; Community Action; *Competence; *Drinking; *Drug Abuse; Drug Use; Intervention; Marijuana; Peer Influence; *Prevention; School Activities; *Skill Development
IDENTIFIERS- *Substance Abuse

Substance abuse among adolescents is modeled and reinforced by the peer culture. Experimentation with drugs seems to have become a typical part of normal adolescent development. The solution to adolescent substance abuse will only be arrived at through gathering facts and designing intervention programs based on those facts. Since the two most widely used drugs are alcohol and marijuana, any intervention must at least focus on these two substances. Interventions should consider the drug, the user, and the setting and should target adolescents, peers, parents, and community leaders. Interventions must provide youth with acceptable, less self-destructive alternatives to substance abuse. Some of these alternatives include competency building, social skills enhancement, assertiveness training, drug-free activities, and anxiety management. Successful programs change both the individual and the environment. While the obvious site for intervention is at the school and most prevention programs have occurred in schools, community-wide programs are another possibility. Community interventions include the use of the media, newsletters, the dissemination of self-help manuals, grassroots organizational development, and lobbying. Great strides have been made in substance abuse prevention in the last decade. (NB)

ED 283 148 CS 210 463

Johnson, Sammye; Christ, William G.
Women through "Time": Who Gets Covered?
PUB DATE- Aug 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Funding provided by a research grant from Trinity University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Cultural Traits; *Females; *Illustrations; Media Research; *News Media; Periodicals; Popular Culture; *Sex Bias; *Sex Role; Social Attitudes
IDENTIFIERS- *Media Bias; *Time Magazine

Noting that the choice of people for the covers of weekly news magazines can yield much information about the kinds of people a society finds influential and powerful, and because it has been found that women are under-represented on news magazine covers, a study analyzed the women presented on the cover of "Time" magazine between 1923 and the first issue of January 1987. The women depicted were categorized by age, nationality, and occupation and were also coded in terms of their centrality on the cover. Results of the analysis indicated that images of women appeared on 13% of the covers, with proportionally more women featured during the 1970s. The average age of the women was 38. Almost two-thirds were from the United States, while the majority of the remaining were of Western European origin. Artists and entertainers were featured most frequently, with spouses and socialites coming in second and third. These three categories covered 62% of the women. It had been hypothesized that most women would be presented graphically or in a nonfeatured location, but it was found that most were placed centrally on the cover, suggesting that the notion that more often than not women are seen as "window dressing" may be mistaken. Nonetheless, the scarcity of females in powerful roles on "Time" covers demonstrates the lack of power and influence wielded by women in the United States. (SKC)

ED 283 162 CS 210 559

Crawford, Wayne

"Mac"Roon and White: A School Newspaper Comes of Age on a Macintosh Computer.

PUB DATE- 87
NOTE- 26p.; Sample of newspaper, "Maroon and White" may be marginall legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Computer Graphics; Computer Literacy; *Computer Uses ir Education; Faculty Advisers; High Schools; *Journalism Education; Layout (Publications); Microcomputers; Printing; *Revision (Writte Composition); *School Newspapers; Student Publications; *Writing Processes
IDENTIFIERS- *Apple Macintosh

After placing second in an international school newspaper competition for which they had won first prize seven consecutive years, and discovering that the reasons for the drop included typographical errors and poor printing, the staff of the student newspaper of Danville (Illinois) High School invested in a Macintosh 128K computer. The Macintosh provides the mechanism for both typesetting and graphic design, and with its purchase the newspaper staff took on 99% of the press work required to print the "Maroon and White." With this added work came savings and control, but a greater investment of both time and new skills was required, and a creative, computer-literate adviser with adequate release time was also needed. Greater student involvement became essential, but greater output was the result. Students no longer mind revising and are eager to check for misspelled words, grammatical errors, quotes without attribution, and other problems. The computer enables students to be far more objective about their own writing and helped them make the "Maroon and White" solely a student effort. The Macintosh offers a variety of print sizes and styles and has impressive graphic capabilities. It takes some time and effort to learn how to get the most out of a computer, but since the results include a more professional-looking newspaper and students more confident in their abilities, the extra effort appears to be worth it. (A copy of a sample newspaper issue is included.) (AEW)

ED 283 176 CS 210 597

Styne, Marlys M.
Poetry in English Composition, with Computers or without.
PUB DATE- 13 Feb 87
NOTE- 16p.; Paper presented at the Meeting of the City Colleges of Chicago Conference "Literature across the Disciplines: the Roles of Literature in the Community College" (Chicago, IL, October 17, 1986) and at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (22nd, Cedar Rapids, IA, February 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Uses in Education; *Creative Writing; *English Curriculum; Literature; *Poetry; Two Year Colleges; *Two Year College Students; Word Processing; *Writing Improvement; Writing Instruction
IDENTIFIERS- Compupoem (Computer Program); Poetrywriter (Computer Program)

Community college English composition classes are ideal for expanding the circumference of poetry because (1) reading poetry broadens students' horizons and may lead to an interest in literature, (2) writing poetry helps students express themselves and skills acquired in poetry-writing may carry over into essay writing, (3) reading/writing poetry facilitates the study of vocabulary and connotation, and (4) students enjoy poetry if it is presented effectively. Certain poems, such as Karl Shapiro's "Auto Wreck" lend themselves particularly well to study by students who would not be moved by the works of the major poets. Students enjoy writing poetry as long as they know that their work will not be gauged by some impossible standard of excellence, and computer programs ("Compupoem" and "Poetrywriter" are two examples) can be a great help to them. A survey indicated that a number of community college instructors are skeptical about the possibility of interesting their students in poetry. One or two teachers even suggested that community college students lacked a certain sensitivity and therefore exposing them to poetry would be a waste of time. Others, however, believe that reading and writing poetry can increase word awareness, stimulate imagination, and help students become better writers in general. (Samples of students' poetry and 16 references are included.) (AEW)

ED 283 255 EA 019 474

Foster, William
Loose Coupling Revisited: A Critical View of Weick's Contribution to Educational Administration.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0004-4
PUB DATE- 83
NOTE- 125p.; Prepared as course material for "Theory and Practice in Educational Administration" (Course ESA-841).
AVAILABLE FROM- Publication Sales, Deakin University Press, Victoria 3217, Australia ($12.50 Australian; quantity discounts).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Administrative Organization; Concept Formation; *Educational Administration; Elementary Secondary Education; Foreign Countries; Interpersonal Relationship; Methods; *Organizational Theories; *Organizations (Groups); Systems Analysis; Systems Approach
IDENTIFIERS- *Loose Coupling Theory

Loose coupling implies the tying together of subsystems in such a fashion that neither can do without the other but neither has much control over the other. The idea of loose coupling, introduced by Karl Weick, is examined in relation to educational administration and organizational analysis in general. The concept employs both a particular theory of social interaction and a distinct methodology. Loose coupling suggests that events or activities comprise subsystems and that these subsystems may only be lightly linked together, depending upon the welfare of the greater system. The concept, in relation to educational administration, is criticized, and alternative views on organizational theory are provided. Sixty references are included in the essay. Selected readings that relate to this concept are presented, and include (1) "Educational Organizations as Loosely Coupled Sytems" (K. E. Weick); (2) "The Concept of Organization" (E. Bittner); (3) "Institutional Organizations: Formal Structure as Myth and Ceremony" (J. W. Meyer and B. Rowan); and (4) "Organizations: a Dialectical View" (J. K. Benson). Each reading includes references and appropriate figures. An annotated bibliography is provided for further reading. (WTH)

ED 283 294 EA 019 520

Charters, W. W., Jr.
Formal Organization and Faculty Communication: A Study of the Multiunit Elementary School.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- Feb 80
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980). For related papers, see EA 019 518-521.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Group Dynamics; Instructional Innovation; *Interpersonal Communication; *Multiunit Schools; Norms; Organizational Communication; Organizational Theories; Participative Decision Making; Predictor Variables; Questionnaires; Research Methodology; *School Organization; *Teacher Attitudes; *Team Teaching
IDENTIFIERS- Collegial Teams

This report analyzes the effects of multiunit school organization on elementary teachers' patterns of task-related communication. Multiunit teacher work teams, or units, are characterized by discussions between teachers about the intimate details of their daily work; this contrasts with the structurally undifferentiated organization of conventional schools where independent teacher arrangements in self-contained classrooms inhibit anything but general discussions. Hypothetically, multiunit organization would segmentalize teachers into intensely interacting microcosms, increase overall task-related communication, and concentrate communication linkages within faculty units. This report focuses on "before and after" measures taken in April 1974 and again periodically throughout the next two school years ending in April 1976 at 10 schools making clear strides toward multiunit implementation; a similar number of control schools were measured simultaneously. A sociometric-like procedure was used to measure task-related communication so that patterns of interaction could be identified. The more crucial analyses relate to patterning and amount of within-unit as compared to across-unit interaction. Analysis demonstrated that change to team organization increased the overall amount of faculty task-related communication, and a hierarchical regression procedure tested the dependability of the change. Log-linear analysis showed that communication linkages doubled within-unit and dropped about one-fourth across unit over the measurement period. Though schools moved toward segmentalization, only one-quarter of units became tightly-knit microcosms. Factors that pressure small group members toward uniformity could be divisive, but short of this, segmentalization of the communication structure could be the first step toward differentiation in the faculty's normative system. This scenario depends, however, on factors whose fulfillment seemed uncertain among schools studied. Teachers also appeared reluctant to sustain team allegiance over time. In sum, this study shows that school structural reorganization influenced unit members in the schools studies to discuss more with each other and less with other unit members. (CJH)

ED 283 321 EC 192 750

Van Tassel-Baska, Joyce
Gifted Education Policy Issues for the 1990's.
PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board of Education Policy; *Educational Planning;

*Educational Policy; Elementary Secondary Education; Financial Support; *Gifted; Identification; Professional Development; *Program Development; School Districts; Staff Development; State School District Relationship; Student Placement

Six policy issues emerging from a Midwest dissemination conference on the Richardson Study are highlighted. The focus is on facilitating policy initiatives in gifted education among local and state school districts. Policy statements on each of the following issues are cited: improving identification procedures; articulating goals, programs, and services in a comprehensive program development; teacher training and staff development; utilization of outside resources; priority for and continuity of funding; and curriculum flexibility (student placement). (JW)

ED 283 336 EC 192 765

Effectiveness Indicators for Special Education: A Reference Tool. First Edition.

Center for Resource Management, Hampton, NH.; Mid-South Regional Resource Center, Lexington, Ky.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 86

NOTE- 120p.; Developed by the national RRC (Regional Research Center) Panel on Indicators of Effectiveness in Special Education.

CONTRACT- 300-83-0184

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Accountability; Agency Cooperation; Cooperative Planning; *Educational Improvement; Educational Objectives; Educational Philosophy; Educational Policy; *Educational Quality; Elementary Secondary Education; Instructional Effectiveness; Instructional Leadership; Parent School Relationship; Preschool Education; *Program Effectiveness; *School Effectiveness; *Special Education; Teacher Effectiveness

Designed as a reference tool for use at state and local levels by administrators, teachers, and parent groups, the document consolidates research on special education, school and classroom effectiveness, and other indicators of effectiveness and quality into a consistent format. Introductory material orients users, and contextual factors (demographics, fiscal resources, and characteristics of the student population) are noted. The body of the document is divided into six areas: (1) philosophy, policies, and procedures; (2) resource allocation; (3) staffing and leadership; (4) parent participation and community and interagency involvement; (5) instruction; and (6) program and student outcomes. Each area contains statements indicative of effective special and regular education programs. For example, the area of staffing and leadership is divided into three sections: staff characteristics, attitudes, and relationships; staff development; and program and instructional leadership. The section on staff development begins with a stated rationale followed by 18 indicator statements (e.g., "Inservice plans are developed collaboratively by inservice clients, providers, and relevant constituencies"). Sources for the indicators are listed at the end of each section, and a full bibliography is provided in the appendix. A final section describes intended uses and outlines the developmental history of the document. (JW)

Harris, Charles M.; Harris, Jacqueline S.
Learning Orientation and Academic Achievement.
PUB DATE- Mar 87
NOTE- 13p.; Presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; College Bound Students; College Students; Higher Education; High Schools; *High School Seniors; *Learning Strategies; *Orientation; Student Attitudes; *Student Motivation; Values

The assessment of learning orientation in relation to academic achievement is a continuing interest among psychologists. Two studies investigated learning-oriented and grade-oriented behavior in relation to performance on traditional measures of academic achievement. In the first study, 313 college students completed the Omnibus Personality Inventory and the LOGO-II instruments. The LOGO-II yields both a learning orientation (LO) score and a grade orientation (GO) score. In the second study, several achievement measures were compiled for 53 high school seniors in advanced mathematics and physics classes: the Science Research Associates Achievement Tests scores, the Scholastic Aptitude Tests scores, grade point average, and a measure of career aspiration/expectation. Learning orientation was assessed by administering LOGO-II. Correlation coefficients were computed for all possible pairings of LOGO-II scores and the achievement measures. The results revealed significant positive correlations between learning orientation scores and all achievement measures with the exception of grade point average. Learning orientation also evidenced a significant positive correlation with consistency between career aspiration and career expectation. Future research should investigate whether an increase in explicit presentation of learning or process oriented behaviors positively influences students' achievement orientation and whether educational personnel effectively communicate the nature and significance of process-oriented behaviors to achieving students. (Author/NB)

ED 283 134 CS 008 849

Woodley, John W.

The Role of Non-Visual Information in Visual Perception: An Integration of Research Perspectives.

PUB DATE- 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Connected Discourse; Higher Education; *Learning Processes; *Reading Ability; Reading Comprehension; Reading Processes; Reading Research; *Reading Strategies; *Tachistoscopes *Theory Practice Relationship; *Visual Perception; Word Recogniti

Eighty-two undergraduate and graduate students at a major southwestern university participated in a study integrating reading research utilizing tachistoscopes with current knowledge based on analysis of reading connected texts. A tachistoscope was used to examine the nature of visual perception in relation to the ability of the subjects to apply their knowledge of written language when perceiving and reporting test stimuli. Ten lines of print were presented to the subjects for one-tenth of a second each, with time between each presentation for the subjects to write down what they perceived. The lines of print varied from a complete and meaningful English sentence, predicted to be the most accurately reported, to a line of meaningless, irregular geometric shapes. Predictions of accuracy were based on the Goodman Model of Reading. The results were analyzed along two dimensions: (1) the degree to which the reports were complete and accurate, and (2) the degree to which subjects applied knowledge of written English in perceiving and reporting each line of print. The findings indicated that the more like language or more central to language a particular line was, the more accurately and completely it was reported. The findings strongly indicate that the more individuals were able to apply their knowledge of language when perceiving written material, the more rapidly and accurately they were able to perceive the material. (Tables and a bibliography are included.) (Author/JC)

ED 283 203 CS 210 639

Olson, Jean T.
Cover Your Ears! U.S. Impingement on the Right to Hear through Political Exclusion Provisions.
PUB DATE- Aug 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Constitutional Law; *Court Litigation; *Freedom of Information; *Freedom of Speech; *Government Role; *Immigrants; Political Affiliation
IDENTIFIERS- *First Amendment; Reagan Administration

This paper argues that in recent years the number of aliens being denied nonimmigrant visas to the United States because of their liberal political views has increased. The roles of each of the branches of government in the procedure of denying visas are reviewed. The number of visa denials in the lower courts has risen dramatically since 1980, suggesting an escalation of political control of information (i.e. speakers from abroad) since President Reagan's election. The denials are based on the authority of the Immigration and Naturalization Act (INA), but many instances are marked by judicial reliance on procedural issues rather than the constitutional rights involved. When Belgian journalist E. Mandel was denied entry to the United States in 1969 on the grounds of previous visa violations, the Supreme Court paid little attention to the public's constitutional right to hear him speak. Since then, others have been denied entry on the grounds that they are affiliated with anti-nuclear organizations, communist organizations, or women's rights groups. The judicial branch of the government is reluctant to make judgments in matters that overlap with the executive branch's powers. The U.S. government should conform to the levels of tolerance it demands of its citizens, in light of the First Amendment, and allow its citizens free and open discourse with aliens expressing dissenting beliefs. (JC)

ED 283 216 CS 210 666

Huse-Inman, Kathy
Novel Reactions.
South Dakota State Div. of Elementary and Secondary Education, Pierre.
PUB DATE- 80
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Books; *Childrens Literature; Class Activities; Creativ Activities; Creative Art; Creative Writing; Elementary Secondary Education; *Literature Appreciation; *Reader Response; Reader Text Relationship; Reading Strategies; Writing Exercises
IDENTIFIERS- *Book Reports

Designed to provide an alternative to the book report, this bookle presents ideas for students to use in responding to books they have read. These ideas may help to get students to react to their reading, to stretch their minds, to learn to think as independent human beings, and to use their imaginations in experiencing literature. The 152 ideas have been printed on "reaction cards," which may be cut apart, attached to index cards, and stored in a recipe box. They may also be reproduced for individual distribution. The 15 categories of reaction cards are as follows: (1) creative writing, (2) career education, (3) drama, (4) comparisons, (5) the author, (6) art work, (7) library projects, (8) values clarification, (9) the setting, (10) vocabulary, (11) literary qualities, (12) the future, (13) the past, (14) characters, and (15) fun. (Six references are included.) (AEW)

ED 283 038 CE 047 513

Veterans' Education Amendments of 1986. Report (To Accompany H.R. 3747).

Congress of the U.S., Washington, D.C. House.

REPORT NO.- House-R-99-1015
PUB DATE- 18 Oct 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Apprenticeships; *Federal Legislation; Federal Programs; Hearings; *Job Training; Military Personnel; Military Training; Postsecondary Education; *Program Improvement; *Student Financial Aid; *Training Allowances; Veterans; *Veterans Education
IDENTIFIERS- Congress 99th; *Veterans Education Amendments 1986

This report describes the provisions of the Veterans' Education Amendments of 1986 (H.R. 3747), which would amend chapter 30 of title 38, United States Code, to provide for educational assistance for apprenticeship or other on-the-job training under the All-Volunteer Force Educational Assistance Program. The first part of the report contains the law as now written and as the amendments recommended by the Committee on Veterans' Affairs would change it. The second section of the report provides a summary of H.R. 3747. This is followed by background information about the need for the bill and discussion of the bill's provisions, including apprenticeship and on-the-job training, alternate pay reduction schedule, the new GI bill educational assistance fund, flight training, refund of new GI bill pay reductions, and revisions of selected reserve programs. The sixth part is a section-by-section analysis of the titles and provisions of the proposed amendments. Finally, the report contains oversight findings and a budget statement. (KC)

ED 283 121 CS 008 785

Larson, John C.; Raber, Suzanne M.
Reading Study. Volume I: Final Report and Volume II: Technical Appendix for Final Report.
Montgomery County Public Schools, Rockville, Md. Dept. of Educationa Accountability.
PUB DATE- Nov 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; *Curriculum Development; Curriculum Evaluation; Data Analysis; Elementary Secondary Education; Evaluation Criteria; Informal Reading Inventories; *Language Arts; Program Effectiveness; *Reading Attitudes; Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research
IDENTIFIERS- Maryland (Montgomery County)

This two-volume report on the progress of the Instructional Progra in Reading/Language Arts (IPR/LA) in the Montgomery County, Maryland schools presents a brief overview of the study design, methodology, findings, recommendations, background data, and statistical analysis tables. Volume I of the report begins with an Executive Summary of the three-year-old program, which was designed to integrate the teaching of skills in reading, listening, speaking, and writing. The first chapter describes the conception and implementation of the curriculum, noting that implementation is advancing slowly, and discussing some of the reasons for the delay. Chapter 2 deals with evaluation methods, which included classroom observation, questionnaires and interviews, student reading tests, and attitude surveys. Curriculum implementation is discussed again in chapter 3, and the unavailability of books is identified as an obstacle. Chapter 4 outlines the curriculum's effect on pupils, noting that higher levels of implementation lead to higher reading gains. Volume I of the report concludes with recommendations for accelerating implementation and two appendices that define types of discourse and chart implementation of specific curricular components. The first chapter of Volume II describes the evaluation measures that were used to determine the status of all schools studied and consists of three sections that provide a detailed accounting of the data collection procedures, tables showing how the implementation scores were derived from classroom observations, and a summary of the results of the pupil attitude survey. The second and third chapters summarize analyses of curriculum implementation differences and of the language arts curriculum's effects on pupils and contain sections on correlations between implementation, academic, and reading attitude scores; regression analyses of academic outcomes and reading attitudes outcomes; and an analysis of parent opinions of pupil reading attitudes and activities. (AEW)

ED 283 190 CS 210 621

Schweitzer, John C.; Saathoff, Roger C.
Newspaper Reader Interest in Business News.
PUB DATE- Aug 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Economic Status; Investment; Media Research; Money Management; *Newspapers; *Reading Interests
IDENTIFIERS- *Business News; Readership Analysis

A study was conducted to determine if interest in business and financial news could be predicted from factors other than demographic variables. It was hypothesized that the type and number of personal financial investments the reader had would predict interest in business and financial news. In a telephone survey, 376 adults in a large, Southwestern city indicated on a 4-point scale their interest in various categories of news, including business and financial. In addition, respondents indicated which, if any, personal investments they had ranging from regular or interest-bearing checking accounts to corporate stocks or bonds. About 63% of the sample indicated they were very or somewhat interested in business and financial news. The study confirmed that those who show the most interest in business and financial news are generally males with college degrees, 35 years of age or older, and with annual household incomes of above $50,000. Results also showed that more respondents holding each type of investment showed more interest in business and financial news than did those who did not have such investments. In addition, the type of investment was related to interest in business news. For example, 75% had a regular checking account and 62% of them indicated they were very or somewhat interested, while only 16% of the sample had a money market account, but 87% of them were very or somewhat interested. All respondents with seven or more types of investments indicated they were somewhat or very interested. The results indicate that those most interested in business and financial news were those with money to invest in more risky investments than ordinary bank accounts and who were also actively managing their money. (Tables of data and 21 references are included.) (HTH)

Leontiou, Janet Farrell
"That's the Way It Is": The Construction of Organizational Culture.
PUB DATE- May 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Cultural Context; Employee Attitudes; *Employer Employee Relationship; Ethnography; Females; Job Satisfaction; Organizational Climate; *Organizational Communication; *Sex Bias; *Social Structure; *Vertical Organization; Work Environment
IDENTIFIERS- *Hierarchical Control; *Organizational Culture; Organizational Research

An ethnographic study examined the sense of the social world as a natural order produced by the organizational members of one sales team at a New York media representation firm. Communication was observed and recorded over a ten-week period, and members of the sales team were interviewed during an additional two-week period. Results indicated that sexism had achieved the status of fact within the organization's culture. Considerable observation of the organizational culture of the subject sales team showed that there is not one culture but two--the corporate culture and the female subculture of the sales assistants. The complementary nature of the female subculture and the corporate culture is a key to how the sense of the natural order is preserved by the organizational members, providing them with a sense of continuity, balance, and completeness, while, at the same time, furnishing the sales assistants with a domain and a set of activities of their own. Findings suggest that the preservation and maintenance of the existing order of the subject sales team is a social accomplishment produced by both the corporate culture and the female subculture. (Extensive footnotes and a bibliography are appended.) (NKA)

ED 283 243 EA 019 443

McCarthy, Martha M.; Cambron-McCabe, Nelda H.
Public School Law: Teachers' and Students' Rights. Second Edition.
REPORT NO.- ISBN-0-205-10489-4
PUB DATE- 87
NOTE- 538p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H04898; $30.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) Non-Classroom Use (055)
DESCRIPTORS- Attendance; *Civil Liberties; *Civil Rights; Class Organization; Collective Bargaining; Constitutional Law; *Court Litigation; Discipline; Educational Legislation; Elementary Secondary Education; Employment Practices; School Desegregation; *School Law; Search and Seizure; State Church Separation; *Studen Rights; Teacher Employment; *Teacher Rights; Torts
IDENTIFIERS- *Legal Reference Materials

To assist school personnel in understanding current application o the law, provide an awareness of rights and responsibilities, motivate educators to translate basic concepts into actual practice, and generate an interest in further study of the law, this text is presented. Legal issues involving the rights of students and teachers in daily school operations are examined in 14 chapters: (1) "The Legal Foundation of Public Education" (examining the state and federal role in educational law); (2) "Church-State Relations"; (3) "School Attendance and Instructional Issues"; (4) "Students' Rights in Noninstructional Matters"; (5) "Student Classification Practices"; (6) "Student Discipline"; (7) "Terms and Conditions of Employment"; (8) "Teachers' Substantive Constitutional Rights"; (9) "Discrimination and Employment"; (10) "Termination of Employment"; (11) "Collective Bargaining"; (12) "Tort Liability"; (13) "School Desegregation"; and (14) "Conclusion: Summary of Legal Generalizations." Each chapter includes a conclusion and explanatory notes to aid in further research. A glossary of basic terms and a table of cases are

provided. (WTH)

ED 283 282 EA 019 507

Papa-Lewis, Rosemary; Leonard, Patricia Y.

Factors and Perceptions of Equal Access for Women and Minorities in Educational Administration.

PUB DATE- Apr 87

NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)

DESCRIPTORS- Administrators; *Administrator Selection; Age Discrimination; Aspiration; Blacks; Elementary Secondary Education Equal Opportunities (Jobs); Faculty Recruitment; *Minority Groups; Motivation; Questionnaires; *Racial Bias; Self Concept; Whites; *Women Faculty

IDENTIFIERS- *Women Administrators

Research does not support the contention that underrepresentation of women and minorities in the educational administration hierarchy is a function of deficits in training, competence, experience, and number of qualified applicants. The purpose of this study was to examine factors affecting the entrance of women and minorities into this hierarchy. Investigation focuses on intrinsic factors existing as barriers to equal access for women and minorities and the effect of such demographic factors as race and age on perceptions of equal access. A 56-item questionnaire was distributed to graduate students in administration at a large southern university. Respondents included 63 women and 19 men, of whom 22 were black and 60 white. The questionnaire measured six key elements of intrinsic factors relating to equal access: (1) level of aspiration, (2) perceptions of probability of goal attainment, (3) self-perception, (4) motivational factors, (5) level of determination, and (6) factors significant to goal attainment. Statistical analysis of findings indicate that no significant differences exist between women and men or between blacks and whites on the variables. Additional research is suggested. Eleven references are included. (WTH)

ED 283 322 EC 192 751

Welber, Joel S.
Special Considerations for Special People: Estate Planning for Families with a Developmentally Disabled Child.
PUB DATE- Dec 84
NOTE- 7p.; Photographed material will not reproduce. Article is take from the journal's section on domestic relations.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - General (140)
DESCRIPTORS- Adults; Deinstitutionalization (of Disabled); *Developmental Disabilities; *Estate Planning; Family Involvement; Financial Support; Group Homes; Money Management; Normalization (Handicapped); *Parent Responsibility; Siblings; *Trusts (Financial); Wills
IDENTIFIERS- *Supplemental Security Income Program

Existing patterns of deinstitutionalization and group home placements funded through Supplemental Security Income (SSI) and private supplemental trusts can provide the means for independent living for developmentally disabled adults. Yet, because of the propensity of probate courts to refrain from alteration of written documents evidencing the intent of the settlors of estates, innocent mistakes made by parents in their estate plans can have devastating impact upon the surviving developmentally disabled child and other family members. In most cases, the primary goal of the estate planner must be to protect SSI eligibility. This article is intended to provide information to the estate planner concerning the SSI program and related estate planning issues centering on the segregation and management of funds for the developmentally disabled child. SSI eligibility criteria are cited, restrictions on the establishment of trusts are set forth, and the role of family members as co-trustees is discussed. (JW)

ED 283 350 EC 192 780

Gajar, Anna
Assisting the Learning Disabled: A Program Development and Service Delivery Guide for University Service Providers, Diagnosticians, Tutors, Counselors, and Learning Disabled Students.
Pennsylvania State Univ., University Park.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 190p.
GRANT- 84-078C
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Students; Delivery Systems; Higher Education; *Learning Disabilities; Mainstreaming; Material Development; *Program Development; Research Methodology; Research Needs; *Staff Development

The manual is intended to facilitate the initiation of service delivery programs for learning disabled (LD) students in the university mainstream. The first chapter addresses the development of a comprehensive diagnostic and academic support service program; sections detail program initiation activities, assessment, and intervention. The second chapter presents the steps involved in conducting awareness and informational activities for advisors, faculty, counselors, and other staff members; it contains sections on the advisory committee, academic advisors, staff development activities, and university considerations. The next chapter considers the development of materials for dissemination including university and staff materials, and materials for LD students and parents. The last chapter addresses the identification and conduct of research in selected academic areas; sections deal with single subject research design, the development of local norms for assessment purposes, and the identification of unique areas of assessment and intervention. (DB)

ED 282 984 CE 047 396

What Students Say about Vocational Programs. A Study of Vocational Education. Report #2.

South Carolina State Council on Vocational and Technical Education, Columbia.

PUB DATE- Dec 85
NOTE- 66p.; For report #1, see CE 047 395.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Business Education; *Educational Attitudes; Females; Graduate Surveys; *High School Graduates; High Schools; *High School Students; Males; *Outcomes of Education; Program Effectiveness; Statewide Planning; *Student Attitudes; Trade and Industrial Education; *Vocational Education; Vocational Followup; Whites
IDENTIFIERS- *South Carolina

This report is the second in a series of reports on an eight-part study of South Carolina's vocational education system. The report describes the methodology, findings, and conclusions of a study of students' perceptions of and experiences with the vocational system. Part I reports the results of a written survey administered to nearly 1,000 high school seniors and juniors in 12 schools across the state. Part II summarizes the results of follow-up telephone interviews with more than 300 high school graduates across the state who completed vocational courses in 1983. Some findings of the in-school survey were that (1) enrollment patterns in occupational courses followed traditional patterns--the largest proportion of students had taken business education and trade/industry courses; (2) in business education, the participation of white students was twice that of blacks; (3) more than one-half of the students who had taken vocational courses planned to go on to college; (4) vocational courses were seen as more important by those who had taken them than by those who had not; and (5) more than half of the students who had not taken vocational courses said they did not have time for them or were not interested. The structured telephone interviews with former students revealed that (1) nearly 60 percent were working, 15 percent were in college, 9 percent were in the military, and 17 percent were unemployed (only about 10 percent were looking for work); (2) nearly three-fourths of the graduates were satisfied with their training; and (3) the employment history of former graduates was relatively stable. Recommendations were made to improve the state's vocational programs based on the study data. (KC

ED 282 998 CE 047 435

Proper Use and Care of Miscellaneous Equipment. Learning Activity Pack and Instructor's Guide 4.2. Commercial Foods and Culinary Arts Competency-Based Series. Section 4: Equipment Handling, Operation, and Maintenance.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-308-BK-86; IE-309-BK-86
PUB DATE- Jan 86
NOTE- 96p.; For other documents in this series, see CE 047 434-456.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; *Equipment Maintenance; *Equipment Utilization; *Food Handling Facilities; *Food Service; Learning Activities; *Occupational Home Economics; Safety; Sanitation; Secondary Education
IDENTIFIERS- Florida

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with the proper use and care of various pieces of commercial cooking equipment. Illustrated information sheets and learning activities are provided on each of the following pieces of equipment: the slicer, food (buffalo) chopper, food grinder, mixer, can opener, steam table, baker's table, coffee maker, and platform scale. The packet also contains a lesson on safety, sanitation, and costs. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge and skill objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 026 CE 047 498

Voith, Richard; Leiderman, Sally
The California Conservation Corps. A Report on Attrition.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Dec 86
NOTE- 62p.; Research supported by the Ford Foundation, the Charles Steward Mott Foundation, the William and Flora Hewlett Foundation and the State of California. For related documents, see ED 280 909 and CE 047 502-508.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conservation (Environment); *Conservation Education; *Dropout Characteristics; Dropout Research; Postsecondary Education; Program Administration; School Holding Power; *Statewide Planning; *Student Attrition; *Youth Employment; *Youth Programs

IDENTIFIERS- *California Conservation Corps

A study examined patterns of attrition in the California Conservation Corps (CCC), a state-funded program that is offered for the dual purpose of conducting useful conservation work and promoting the employability of youth. The attrition analysis was based on the actual intake program and separation experience of 3,224 corpsmembers who entered the CCC between November 1, 1983 and October 31, 1984. Data were obtained from a baseline questionnaire given to 91 percent of the program participants at the time of their enrollment, payroll records (that included information on raises, promotions, and transfers), and separation records. It was discovered that attrition from CCC is high. The mean length of stay in the CCC was 5.1 months, and 18 percent of the corpsmembers left the program directly from the training academy. It was concluded that this high attrition rate may be the inevitable outcome of combining work production with the pursuit of youth development goals. Race, ethnicity, sex, and income status appeared to have little effect on attrition; the level of education did, however, appear to be strongly associated with higher program completion rates. It was concluded that length of stay in the CCC cannot be predicted on the basis of information that can be measured at the time a corpsmember enters the program. Thus, although it is unlikely that attrition can be managed by manipulating the composition of the corps, the data may enable program practitioners to address some of the reasons for attrition. (MN)

Rugg, Deborah; And Others

Evaluation of an Innovative Strategy for AIDS Education: The Impact of Live Theater.

PUB DATE- Mar 87
NOTE- 33p.; A version of this paper was presented at the Annual Meeting of the Society of Behavioral Medicine (8th, Washington, DC, March 19-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Change; Audiences; *Behavior Modification; College Students; *Diseases; *Drama; *Health Education; Higher Education; High Risk Persons; *Public Health
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

Control of the AIDS (Acquired Immune Deficiency Syndrome) epidemic requires public education for risk behavior change. Social Learning Theory and behavior modification have been used for the reduction of risk behaviors for heart disease with moderate success. It remains to be seen if this behavior modification technology can be successful in changing individuals' sexual practices which put them at risk for AIDS. An innovative play format was used as a method for delivering AIDS education. Subjects (n=351) attending play performances were from a low to moderate risk group, consisting of approximately one-half college students and one-half members of the community of San Diego, California. A questionnaire measuring knowledge about AIDS and attitudinal variables about AIDS and homosexuality was administered as a pretest and posttest. Although the overall change in AIDS knowledge was modest, the change was much greater for the subset of the audience who were poorly informed about AIDS before watching the play. These results suggest that dramatic plays can invoke important changes in a wide range of people interested in these issues. Follow-up studies are necessary to determine effects on behavior. (ABL)

ED 283 080 CG 019 969

Embree, Robert A.
Pro-Recreational Sex Morality, Religiosity, and Causal Attribution of Homosexual Attitudes.
PUB DATE- Aug 86
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; College Students; Higher Education; *Homosexuality; Moral Issues; *Negative Attitudes; *Religious Factors; Sexuality; *Student Attitudes; *Value Judgment

Homosexual cognitive victimization is a term which emphasizes social evaluation of sexual behaviors judged in terms of sexual preference. Individual differences in cognitive victimization of homosexuals were examined in two studies. In the first study, undergraduate students (N=78) completed Likert-type rating scales measuring homosexual cognitive victimization and three causal attributions of the victimization position: (1) conventional attribution; (2) sexual freedom attribution; and (3) homosexual stress. Subjects also completed the Religious Association Scale and the Sexual Morality Scale. The results suggest that homosexual cognitive victimization is associated with an expressive rather than repressive view of sexuality. It appeared that tolerance of homosexuality was associated with lack of general Judeo-Christian religiosity and greater tolerance toward recreational sex. In the second study, undergraduate students (N=34) completed a shortened version of the Sexual Morality Scale, a measure of authoritarian religion, the homosexual cognitive victimization scale from the first study, the Revised Mosher Guilt Inventory, and a revised Sexual Attitude Scale. The results suggest that the role of religion in developing and maintaining negative attitudes toward homosexuality is complex. The findings support the seven moral types model. The moral types model, in combination with factor analysis, shows promise for sorting out influences at work in accepting or rejecting the notion of prejudice against homosexuals. Six pages of references and 14 data tables are included. (NB)

ED 283 108 CG 019 997

Comas, Robert E.; And Others
High-Priority Professional Development Needs Identified by ASCA Presidents/Presidents-Elect (1986-87).
American School Counselor Association, Tuscaloosa, AL.
PUB DATE- 1 Jun 87
NOTE- 15p.; Paper presented at the Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Effectiveness; Counselor Attitudes; *Group Counseling; National Organizations; *Needs Assessment; Presidents; *Professional Associations; Professional Development; *School Counselors; *Small Group Instruction

The 1986-1987 American School Counselor Association (ASCA) Research Committee identified as one of six goals the identification of two topics of high professional development need for school counselors and distribution of bibliographic information on these two topics. To achieve this goal, ASCA presidents and presidents-elect (N=31) completed questionnaires containing 119 potential professional development needs. The results of the survey were summarized and 14 top priority (rank-ordered) needs were selected by respondents. A questionnaire containing this rank-ordered list of 14 needs was sent to 52 ASCA presidents/presidents-elect who were asked to select the top two needs. Feedback was also received from 35 counselors in the field. "Evaluation of counseling effectiveness" was ranked highest on the total list (N=87), highest on the presidents/presidents-elect list, and fourth on the counselor list. "Small group counseling" was ranked second on the total list, first on the counselor list, and third on the presidents/presidents-elect list. Three techniques were used to create bibliographies on these two topics: (1) a survey of selected journals; (2) an Educational Resources Information Center (ERIC) database search; and (3) responses from ASCA presidents/presidents-elect. (The selected bibliographies created from these techniques are included in the areas of evaluation of counseling guidance effectiveness and small group counseling.) (NB)

ED 283 135 CS 008 850

Zafirau, S. James
Analysis of 1982-1986 Reading Discrepancies in the Cleveland City Schools.
Cleveland Public Schools, Ohio.
PUB DATE- Jan 87
NOTE- 145p.; For the prior report for 1984-1985, see ED 269 486.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Classroom Desegregation; Comparative Analysis; Curriculum Development; Elementary Secondary Education; Longitudinal Studies; Minority Group Children; *Reading Ability; *Reading Achievement; Reading Difficulties; *Reading Improvement; Reading Research; *White Students
IDENTIFIERS- *Cleveland Public Schools OH

A collection of four years worth of data analyzing reading discrepancies for the Cleveland (Ohio) Public Schools is contained in this report, the fourth in a series addressing this issue. An introduction notes that data were gathered to determine the nature and extent of disparities in the reading test scores of elementary and secondary school minority and white students in this district following desegregation. A review of the literature section offers relevant information on performance trends of minority and white students, as well as information on the effects of desegregation on scholastic achievement and the possibility for school improvement. Following a brief method section, the findings section notes a lack of improvement in reading for all students, a preponderance of minority students in the bottom third reading percentile, and lists those schools whose students performed slightly better on reading tests. A final section provides an analytic summary of the report as a whole, and this is followed by a series of recommendations, including the suggestion that children with reading and attendance problems should be identified early, and that more effective strategies for ensuring their success should be implemented at the building level. (Appendixes containing a number of cross tabulation tables and an extensive bibliography are included.) (JC)

ED 283 149 CS 210 465

Basinger, Toni L.
A Look at a Special Interest Magazine Market: Teddy Bear Magazines.
PUB DATE- Aug 87
NOTE- 46p.; Undergraduate student research paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Hobbies; Interests; Media Research; *Periodicals; *Popular Culture; Publications; *Publishing Industry; Toys
IDENTIFIERS- *Market Analysis; *Teddy Bear Magazines

Noting that launching a new magazine in a competitive market is both complicated and costly, a study analyzed four "Teddy Bear" magazines and their market to determine the viability of launching a new Teddy Bear magazine. The market includes "Bear Tracks," "The Teddy Tribune," "Teddy Bear and Friends," and, most recently, "Teddy Bear Review." To provide the most accurate description of the Teddy Bear magazine market, all available issues from January 1985 to October 1986 were analyzed for 21 separate criteria. Results indicated that each was published in a different city and that all four publications were distributed by mail. The analysis also determined that subscription fees varied from $8.00 ("Bear Tracks") to $14.95 ("Teddy Bear and Friends") and that most Teddy Bear magazines featured either multi-theme, one-image, or multi-theme, multi-image covers. The results of the content analysis were compared with the results of a 1985 study of new consumer magazines. Findings suggested that the development of a new Teddy Bear magazine was viable, since the overall market is growing and advertising and other market factors seem to be stable. However, results also identified the enormous success of the "Teddy Bear Review" as one reason against starting up an additional bear magazine at this time. (The 21 content analysis criteria are included, as are extensive results for the analysis. Forty-one references are also included.) (AEW)

ED 283 256 EA 019 475

Silver, Paula F.
Professionalism in Educational Administration.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0007-9
PUB DATE- 83
NOTE- 112p.; Prepared as course material for "Theory and Practice in Educational Administration" (Course ESA-841).
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Educational Administration; *Educational Research; Educational Researchers; *Educational Theories; Elementary Secondary Education; Foreign Countries; Organizational Theories; *Professional Development; Professional Occupations
IDENTIFIERS- *Professionalism

That the quest for a general theory of educational administration has been a misdirection of effort and that the advancement of professionalism within this field would represent a more sensible endeavor for the production of useful knowledge is the focus of this essay. The advancement of professionalism would entail a reorientation of research toward the outcomes of schooling, would necessitate close interaction between researchers and practitioners in the day-to-day administration of schools, and would reduce the social inequities that are currently promulgated by institutions of education. A conception of professionalism is presented. A summary, conclusion, and 36 references are included. Five selected readings complete the monograph: (1) "Problems in the Production and Utilization of Knowledge in Educational Administration" (J. Hills); (2) "Toward a Theory of Professionalization" (P. B. Forsyth and T. J. Danisiewicz); (3) "The Theorectical Limits of Professionalization" (W. J. Goode); (4) "Maintenance of Occupational Control: The Case of Professions" (J. Child and J. Fulk); and (5) "Toward a Redefinition of Professionalism in Educational Administration" (P. F. Silver). Readings include notes or references, and an annotated bibliography is supplied. (WTH)

ED 283 269 EA 019 491

Nonpublic School Enrollment and Staff, New York State, 1986-87.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 87
NOTE- 17p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Enrollment; Ethnic Distribution; *Instructional Program Divisions; Local Norms; *Private Schools; Public Schools; *Racial Distribution; *Religious Education; School Demography; School Personnel; *School Statistics; State Norms; Teacher Distribution; Trend Analysis
IDENTIFIERS- *New York

This document provides tables of enrollment and staff data among nonpublic schools in New York. One of the 11 tables compares public with nonpublic school enrollment. Most tables include notes of explanation and of criteria used for categorizing schools. Tables included are the following: (1) Nonpublic School Enrollment by Level and Affiliation, Grades K-12, New York State, 1986-87; (2) Trends of Nonpublic School Enrollment by Affiliation, Grades K-12, New York State, 1982-83 to 1986-87; (3) Racial/Ethnic Distribution of Nonpublic School Enrollment by Affiliation, New York State, 1986-87; (4) Trends of Public and Nonpublic Enrollment, Grades K-12, New York State, 1966-67 to 1986-87; (5) Instructional Staff Trends in Nonpublic Schools, New York State, 1982-83 to 1986-87; (6) Number of Nonpublic Schools by Affiliation, New York State, 1982-83 to 1986-87; (7) Number of Nonpublic Schools by Level, New York State, 1982-83 to 1986-87; (8) Nonpublic School Enrollment by County, 1986-87; (9) Nonpublic School Enrollment by Affiliation, 1986-87; (10) Nonpublic Professional Staff by County, Fall 1986; (11) Nonpublic Professional Staff by Affiliation, Fall 1986. (CJH)

ED 283 307 EC 192 419

Brandenburg, Sara A., Ed.; Vanderheiden, Gregg C., Ed.
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 3: Software and Hardware. Rehab/Educatior Technology ResourceBook Series.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-316-896144
PUB DATE- 87
NOTE- 502p.; A product of the Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For ResourceBooks 1 and 2, see EC 192 417-418.
GRANT- G008300045
AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); Braille; *Computers; *Computer Software; *Disabilities; *Electronic Equipment; Input Output Devices; Older Adults; Tactile Adaptation

One of a series of three resource guides concerned with communication, control, and computer access for the disabled or the elderly, the book focuses on hardware and software. The guide's 13 chapters each cover products with the same primary function. Cross reference indexes allow access to listings of products by function, input/output feature,and computer model. Switches are listed separately by input/output features. Typically provided for each product are usually an illustration, the product name, vendor, size, weight, power source, connector type, cost, and a description. Part I, "Computer Adaptations," presents the following types of items: modifications for standard keyboards; alternate inputs usable with all software; input devices usable with only some software; input adapters for computers; alternate display systems usable with all software; Braille printers and tactile display components; speech synthesizers; and other software and hardware adaptations. Part II, "Application Software for Special Ed and Rehab," includes software for administration and management; assessment; education, training, and therapy; recreation; and personal tools or aids. Appendixes include a list of additional sources of information, a glossary, addresses of manufacturers listed with their products, and an alphabetical listing of all products in the 3-book series. (DB)

Buying, Preparing, and Cooking Shellfish. Learning Activity Pack and Instructor's Guide 5.13c. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-346-BK-85; IE-347-BK-85
PUB DATE- Jan 85
NOTE- 51p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; *Food; Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- Florida; *Food Preparation; *Shellfish

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with the various market forms of shellfish and how to clean, prepare, and cook them. Illustrated information sheets and learning activities are provided in these areas: shellfish (market forms, timetable for cooking shellfish, and preparing mussels, scallops, and crabs); clams and oysters (market forms, cleaning, preparation, shucking oysters); lobster (grades, cooking methods); and shrimp (buying and cleaning shrimp). The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 053 CG 019 941

Collins, Linda M; And Others
Stage Sequences of Adolescent Substance Use: A Prospective Longitudinal Approach.
University of Southern California, Los Angeles. Inst. for Health Promotion and Disease Prevention Research.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987). For related documents, see CG 019 942-943.
GRANT- R01DA02941; R23DA03673
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Alcoholic Beverages; *Behavior Patterns; *Drinking; *Drug Use; High Schools; *High School Students; *Longitudinal Studies; Marijuana; Research Methodology; *Smoking
IDENTIFIERS- *Substance Abuse

Past research based primarily on cross-sectional data, has suggested a Guttman scale of substance use onset where marijuana use is preceded by alcohol use, and where sometimes tobacco is placed between alcohol and marijuana. Prospective longitudinal data is needed to determine whether the stages form a temporal sequence. A new statistical methodology, Longitudinal Guttman Scaling, was used to investigate the hypothesis that there exist temporally ordered stages of substance use. Data were obtained from four waves of panel data from the High School Anti-Smoking Project, which took place between 1981 and 1983 in Los Angeles, California. Subjects were high school sophomores at the start of the study and seniors at the end. Results indicated that there are at least two stage sequences of substance use onset: Tobacco Use Onset, composed primarily of tobacco use items; and Multiple Heavy Use, consisting of alcohol, tobacco, and marijuana items. Both sequences begin with a general experimentation phase where alcohol, tobacco, and marijuana are tried before heavier use of any substance is adopted. This replicates the findings of previous studies, but suggests that they may hold only for initial experimentation. Somewhat weaker evidence was found for a Moderate Alcohol Use sequence, beginning with beer, wine, and liquor followed by moderate alcohol use. (Author/NB)

ED 283 094 CG 019 983

Matthews, Doris B.
The Effect of Relaxation Training on Test Behavior in a Thinking Skills Program.

South Carolina State Coll., Orangeburg.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Apr 87
NOTE- 127p.
GRANT- SCX-206-04-84
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anxiety; Black Students; Cognitive Ability; *Cognitive Measurement; *Critical Thinking; Junior High Schools; *Junior High School Students; *Relaxation Training; Skill Development; *Stress Management; Stress Variables; *Test Anxiety
IDENTIFIERS- *Thinking Skills

Anxiety and tension are two affective factors which seem to interfere with measurement of instructional effects. Test anxiety respresents a possibly confounding effect in the measurement of any given knowledge. A study was conducted to examine the effect that relaxation training administered immediately prior to testing would have on academic achievement and to discern the consequences of such a program in today's schools in their efforts to mitigate the detrimental effects of test anxiety. Predominantly black seventh and eighth graders (N=67) were assigned to one of four groups. Group 1 was pretested on the Cognitive Abilities Test (CAT) and received relaxation training; group 2 received relaxation training and took the CAT as a posttest; group 3 was pretested and untrained; and group 4 was untrained and posttested. The relaxation training consisted of guided imagery and deep breathing techniques. Although no effect was observed, data analysis revealed an optimum level of stress, below or above which test performance tended to suffer. The failure to observe a relationship between relaxation training and test performance seemed to originate when some students with initial low stress were relaxed beyond the optimum level so that their performance suffered, while other students with high initial stress moved toward an optimum level and improved their performance. Comparisons between relaxed experimental students and their controls revealed that experimental students outperformed control students on some subsets of the Cognitive Abilities Test. (NB)

ED 283 163 CS 210 564

Iorio, Sharon Hartin; Garner, R. Brooks
A Needs Assessment of High School Journalism Teacher-Advisers

Concerning Types of University Programs Most Beneficial to Scholastic Journalism Education.
PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; *College School Cooperation; Educational Needs; Educational Research; Faculty Advisers; Higher Education; High Schools; *Journalism Education; Needs Assessment; *Program Attitudes; *Program Effectiveness; Program Evaluation; *Teacher Attitudes; Workshops
IDENTIFIERS- Oklahoma

To determine high school journalism teacher/advisers' attitudes toward the effectiveness of current university programs directed toward high school scholastic journalism instruction, a study surveyed 291 Oklahoma teacher advisers employed during the 1986-86 school year. Responses were analyzed according to teaching certification, experience, school size, and publication type (yearbook or newspaper). Results showed, among other things, that about half of the respondents sent their journalism students to summer workshops and one-day university programs and about half of them attended with their students. From those schools that do utilize university programs now offered, most reported 10 or fewer students attending during a given summer. It was also found that high school journalism students and their teacher/advisers generally seek benefits that are not now being offered by universities and that by far the most preferred instructor for workshops and one-day programs was someone currently teaching/advising secondary school journalism. Overall, respondents rated as very helpful workshops in several locations around the state, workshops for teacher/advisers, individual student writing competitions and one-day skill workshops at universities. (Several recommendations are made based on these findings. Tables of data and 28 footnotes are included.) (JD)

Koski, Steven D.; Kahan, Robert S.

Effects of the 1924 Agricultural Recession on Rural Missouri Hebdomadals.

PUB DATE- Aug 87

NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Trends; Farmers; Media Research; *Newspapers; Poverty Areas; Publishing Industry; *Rural Economics; *Rural Population
IDENTIFIERS- Journalism History; *Recession; *Weekly Newspapers

A study was conducted to determine whether a relationship existed between the agricultural slump of 1924 and the economic vitality of rural weekly newspapers in Missouri. "Rural weekly newspaper" was defined as any weekly newspaper in a predominantly agrarian locale with a city population of fewer than 5,000 and a county population of fewer than 40,000. Farm income and newspaper circulation data indicated that while the number of weeklies grew from 1923 to 1925, the average circulation per newspaper fell during those years from 2,782 to 2,485. However the relationship between the agricultural economy and rural weekly is not as clear. In fact, as farm income rose, circulation declined. The results suggested that either measuring instruments were not adequate or rural weeklies were somehow insulated from slumps in the farm economy. Local Missouri weeklies that failed during the years 1923-25 were then surveyed. Researchers identified 88 newspapers that folded, merged, or changed names. Editorial comments from these newspapers revealed that Missouri rural weeklies failed and merged in this period because (1) the community was too small to support the paper; (2) there was competition from another paper; (3) growing production costs were not offset by rising earnings, and (4) advertisers demanded a newspaper with a broader market saturation. No mention of agricultural recession as a cause of the weeklies' difficulties was found. (A chart of statistics and 26 references are included.) (AEW)

Danielian, Lucig H.; And Others

Deviant Acts and Risky Business: U.S. Coverage of World Events.

PUB DATE- Aug 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Current Events; Economic Factors; Information Sources; International Relations; Media Research; Models; *News Media; *News Reporting; Predictor Variables; *World Affairs
IDENTIFIERS- *News Sources; News Values

Using a revised theoretical model of newsworthiness, a study investigated the prominence with which world events are covered by the United States news media. The model differs from previous newsworthiness studies by adding two measures of the deviance of events and by including several country-based social significance predictor variables. Two hundred events that occurred outside the United States were selected from the 1985 Keesing's index. Coverage of world events was measured for the "New York Times" and the three major television network news programs, according to the prominence of each event's coverage. Results indicated that prominence of news coverage is best explained by normative deviance and economic factors interacting. Findings suggest that an important contributor to variance in U. S. media coverage of world events is an interaction between the deviance of the events and the social significance to the United States of the country in which the event occurs, as well as the separate main effects of these variables. (Tables of data and figures are included, and footnotes and references are appended.) (NKA)

ED 283 217 CS 210 669

Shaughnessy, Michael F.; Evans, Robert
The Educational Psychology of Note Taking: Effects of Prior Word/World Knowledge.
PUB DATE- 7 Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Albuquerque, NM, November 7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cues; Higher Education; *Learning Strategies; Mnemonics; *Notetaking; Prior Learning; Psychological Studies; Reading Research; *Recall (Psychology); *Retention (Psychology); Schemata (Cognition); *Study Skills; *Vocabulary Skills; Writing Instructio

A study was conducted to determine whether extensive vocabularies increase students' notetaking skills. The subjects, 45 volunteer college seniors involved in elementary and secondary student teaching, were given both the Nelson-Denny Reading Test (Form A) and the Peabody Picture Vocabulary Test (revised), as well as the general information subtest of the Peabody Individual Achievement Test. After testing, subjects were read a three-page essay and told to take notes in anticipation of a test. They were later given 25 multiple choice questions about the essay, and their responses were machine scored. Results indicated that students' ability to integrate new information with previous knowledge or existing schemata was more likely to help them learn and retain information than were their vocabularies or reading skills. Further research on what particular aspects of notetaking aid future recall and more long-term studies of the encoding/retrieval dilemma are indicated. (Tables of results and 26 references are included.) (AEW)

ED 283 295 EA 019 521

Charters, W. W., Jr.
Individualism and Collectivism: Teacher Sense of Autonomy in the Multiunit Elementary School.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 80
NOTE- 32p.; For related papers, see EA 019 518-520.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Concurrent Validity; Elementary Education; Instructional Innovation; *Multiunit Schools; Organizational Theories; Participative Decision Making; *Power Structure; *Professional Autonomy; Questionnaires; Research Methodology; Role Theory; School Organization; Teacher Attitudes; *Teacher Influence; *Team Teaching
IDENTIFIERS- *Collegiality

Building on previous investigations of the effects of team-organized instructional arrangements on elementary school teachers' sense of autonomy, this report reexamines data from 14 multiunit schools which still retained the team instructional plan at the end of the second year of implementation. Indicators measured were interdependent teaching arrangements, unit activeness (i.e., the extent to which members of a teaching unit assumed collective responsibility for management tasks) and principal and teacher-group influence. The central question the study sought to answer was why prior investigations of multiunit schools had failed to find marked declines in autonomy indexes as a result of the introduction of the plan. Three lines of inquiry were pursued. The first concerned the possibility that teachers in more active units, in schools where the plan had proceeded furthest, would be likely to suffer greater autonomy loss than those in units less affected by the innovation; however, this hypothesis was not supported. Next investigated was the possibility that the multiunit plan could bring to some high status teachers a central role in governing the work of the team and hence a high degree of autonomy that would cancel out autonomy losses among the rank and file; again, results were negative. The third inquiry concerned the possibility that with the development of a significant collegial group, teachers could gain autonomy enhancing benefits from the group that would offset the loss of freedom associated with collective control of teaching. The findings here indicated that autonomy feelings were the result of countervailing forces--an autonomy-depressing force associated with team control of classroom decisions or principal's surveillance, and an autonomy-enhancing force emanating from the ability of teacher groups to influence the educational affairs of the school. The tentative conclusion of the study is that teachers' feelings of autonomy did not decline in the multiunit schools primarily because such feelings were attached less strongly to the actual work relations among teachers than they were to the school's power and authority relations. Two reference pages and research measures are appended. (CJH)

ED 283 351 EC 192 781

Kassel, Steve
The Effects of EEG Biofeedback Training on Hyperactive and/or Learning Disabled Children.
PUB DATE- 30 Sep 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Biofeedback; *Electroencephalography; Family Counseling; *Hyperactivity; Instructional Effectiveness; *Learning Disabilities; Training Methods
IDENTIFIERS- Electromyography

The literature review presents an explanation of biofeedback and a critical evaluation of the research pertaining to electroencephalographic (EEG) biofeedback training for the hyperactive and/or learning disabled child. Three hypotheses are examined: whether EEG biofeedback training is efficacious; whether EEG biofeedback training is more effective than electromyographic (EMG) biofeedback training; and whether biofeedback therapy with a child affects the family system. The review supports the use of EEG biofeedback as effective, finds the greater effectiveness of EEG biofeedback over EMG biofeedback unclear, and concludes that biofeedback training has a potential for impact on the family. Briefly considered are implications for counselors in marriage and family therapy. (DB)

Status Report on Vocational Sex Equity in Virginia. A Five Year Study.

Virginia State Dept. of Education, Richmond.

PUB DATE- Apr 86
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Attitude Change; College Programs; College Students; Community Colleges; Educational Attitudes; Educational Needs; *Enrollment; Equal Opportunities (Jobs); Females; High School Students; Males; *Nontraditional Occupations; *Program Effectiveness; Program Evaluation; Program Improvement; Secondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; Sex Role; Sex Stereotypes; *Student Attitudes; Two Year Colleges; *Vocational Education; Womens Education
IDENTIFIERS- *Virginia

To fulfill the sex equity mandate begun in the 1976 Vocational Education Amendments and continued in the Carl D. Perkins Vocational Education Act of 1984, and to assess the degree of change in vocational sex equity in Virginia over the last several years, this status report covering a five-year period (1980-1984) was developed. The opening sections contain the analyses of both secondary and postsecondary (community college) vocational enrollments as well as an analysis of secondary vocational instructors and administrators. Extensive tables detailing male and female enrollment by program and by course are presented in the middle and later sections of the publication. Terms used in this status report are defined at the end of the publication. The report shows that the state has made progress toward the elimination of sex-role stereotyping in some programs and in some courses, and yet there are others in which change is still needed. Some programs have not changed at all or have changed very little, and this has an effect on employment opportunities, especially for women. In addition, the data indicate that men are not moving into "women's" fields because of low pay and also because of the stigma caused by sex-role stereotyping. (KC)

ED 283 122 CS 008 796

Mommers, Martin J. C.; Boland, Theo
The Development of Decoding Skills, Reading Comprehension and Spelling Skills in Dutch Primary Schools: A Longitudinal Investigation.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Decoding (Reading); Elementary Education; Foreign Countries; Grade 1; Grade 2; Grade 3; Grade 6; *Literacy; Longitudinal Studies; *Reading Comprehension; Reading Improvement; Reading Research; Reading Skills; Reading Writing Relationship; *Spelling
IDENTIFIERS- *Netherlands

This investigation--the first Dutch longitudinal research project on reading and spelling spanning the whole 6-year period of primary education--examined (1) whether it is possible to identify certain aspects of literacy--namely decoding skills, reading comprehension, and spelling skills--within verbal intelligence as latent variables, and whether, if this is the case, these variables remain sufficiently constant during the elementary school; (2) the interrelations among these three skills in terms of growth; and (3) whether causal effects found in a cross sectional approach would be "explained away" in longitudinal research. Subjects, 582 first-graders from 12 randomly selected Dutch schools, were tracked in grades one, two, three, and six, beginning in 1979. Results indicated that in grade three the influence of reading comprehension on spelling was lower than in the first two grades, but that in grade six this influence increased considerably. The direct influence of decoding skills on spelling, however, was smaller than in the first three grades. Results also showed that in grade six correlations and path coefficients between decoding skills on the one hand, and reading comprehension and spelling on the other, remained as a remnant of a causal connection that existed during an earlier developmental stage, but that these relationships were developmentally limited. In most cases the connections between the latent variables of the same name were much stronger than the relations with the other ones, an indication that the differences related to these latent variables were stable, especially for decoding skills. (Twenty-one references, two tables of data, and three figures are included.) (NKA)

ED 283 191 CS 210 622

Smith, Kim A.
Effects of Newspaper Coverage on Neighborhood and Community Issue Concerns.
PUB DATE- Aug 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Associatio for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Community Attitudes; Community Problems; *Mass Media Effects; Media Research; Neighborhoods; *Newspapers; Press Opinion; *Public Opinion
IDENTIFIERS- *Agenda Setting; Audience Research; Audience Response; Issues Approach; *Media Role

A study examined the relationship between newspaper coverage of issues and public concern about them at the neighborhood and community-wide levels in an urban area. It was hypothesized that (1) newspaper coverage of issues would be more strongly related to concern about perceived community than neighborhood issues, (2) newspaper coverage would have greater influence on perceived community issue concerns than the reverse relationship, (3) neighborhood issue concerns would have a greater influence on newspaper coverage than the reverse relationship, and (4) neighborhood issue concerns would have a greater influence on community issue concerns than the reverse relationship. Subjects, 471 randomly selected adults (age 15 or older) in the Jefferson County (Kentucky) area including Louisville, were questioned in a door-to-door series of surveys from May 1980 to February 1982.

Results supported the first hypothesis and were consistent with past evidence that the agenda-setting power of the media is strongest on unobtrusive issues. The other hypotheses were not supported: the causal patterns between concern and newspaper coverage varied from issue to issue. Results indicated the importance of examining agenda-setting effects of media on individual issues rather than aggregate rankings of sets of issues. Findings also showed that citizens are concerned about issues at both the neighborhood and community levels, but that neighborhood issues (at least in Louisville) receive less coverage than those of importance to the entire community. (Eight tables of data are included, and a list of coding category definitions and 36 footnotes are appended.) (NKA)

ED 283 230 CS 505 639

Spangler, Lynn C.
Creating Community-Based Video Productions.
PUB DATE- May 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Community Relations; *Cooperative Education; Course Content; Education Work Relationship; Higher Education; *Production Techniques; *Television; Television Curriculum; Video Equipment; Videotape Recordings; *Work Experience Programs

In the interest of offering universities new avenues for teaching students methods of video production, this paper presents a number of ideas for allowing students to practice their production skills out in the community. Following an introduction, the paper lists six types of community based productions suitable for students: (1) performance feedback record keeping, (2) commercials and public service announcements, (3) soundbites for local news/public affairs, (4) instructional programs (for other university professors or employees of local businesses), (5) documentaries, and (6) entertainment films. The paper notes that students can also enter projects in contests, and then lists several problems with community-based productions, including time restraints, equipment, and abuse of free labor by the community. A sample course outline concludes the paper, which suggests types of projects suitable for one or two semesters, and textbooks. Notes and two references are appended. (JC)

ED 283 244 EA 019 447

Shakeshaft, Charol
Organizational Theory and Women: Where Are We?
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Education; Educational Environment; Elementary Secondary Educatio *Females; Interpersonal Competence; Organizational Theories; *Personality Traits; School Administration; School Community Relationship; School Effectiveness; Sex Bias; *Sex Differences; *Women Faculty
IDENTIFIERS- Authority; Effective Schools Research; *Learning Environment; Power

While the world of teaching has been primarily female, the administration world has always been populated by men. While there are similarities in the backgrounds and experiences of males and females, the legacy of discrimination and exclusion has shaped a world in which women's experiences and behaviors are often unlike those of men. Research on women administrators has uncovered differences between the ways men and women approach administrative tasks; these differences have implications for training programs which were developed by men primarily for men. This paper explores the "female world of schools," focusing on characteristics of women administrators and speculating on what educational administration theory and practice would be like if it incorporated women's experiences and behaviors. The female world of school administrators is characterized by (1) the centrality of interpersonal relationships, (2) teaching and learning as the major focus, (3) the importance of building community, and (4) the marginality of daily worklife. Women managers are usually advised to imitate male behavior and integrate into existing institutional structures. However, "traditional" female approaches to schooling resemble prescriptions for administrative behavior in effective schools, and the "ideal" principal is now urged to cultivate the virtues of the ideal woman! Clearly, counseling women to act like men may not be in the best interests of either women or schools. Reconceptualizing administrative theory and practice demands reexamination of supervision, authority, working climate, motivation, school structure (especially the separation of teaching and administration), personnel selection, power, teamwork, and community relations. Recommendations for revitalizing administrator training programs are also given. Included are 26 references. (MLH)

ED 283 283 EA 019 509

Gough, Noel

Forecasting Curriculum Futures: Arts of Anticipation in Curriculum Inquiry.

PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Curriculum Research; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Methods; Prediction; Time Perspective; Traditionalism; Values
IDENTIFIERS- *Australia

Futures study is a forward-looking equivalent of history--not predicting the future, but attempting to discipline our anticipations of the future (or of a future) as we perceive it now. This paper investigates the extent to which futures study shares with history and comparative study an empirical, as distinct from normative, starting point for curriculum inquiry. Analysis treats anticipation as a practical or deliberative art and provides specific examples of methods and procedures for using arts of anticipation in curriculum study. Three general principles for exploring futures in education have significance for curriculum inquiry, including the following: (1) anticipation of a plurality of futures--investigating probable, possible, and preferred alternative futures; (2) an eclectic approach to sources and methods--examining major sources of alternative futures images; and (3) critique and negotiations of meaning--critically analyzing traditions, values, concepts, and images embedded in everyday language that mediate interpretations of experience. The paper discusses temporality in curriculum and the functions of temporal continuities and ambiguities in curriculum discourse. Included in the study are 7 figures and 22 references. (WTH)

ED 283 323 EC 192 752

Mandrell, Christy D.; Shank, Kathlene S.
Teacher Effectiveness in Special Education.
PUB DATE- Mar 87
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Modification; Comparative Analysis; Competence
*Disabilities; Elementary Secondary Education; Instructional
Effectiveness; Preschool Education; Special Education Teachers;
Surveys; *Teacher Characteristics; *Teacher Effectiveness; Teachin
Skills; Teaching Styles

A 25-item survey focusing on teacher effectiveness was completed b a volunteer sample of 86 special education teachers. Respondents ranked survey items which had been developed from a review of the research literature identifying characteristics of teacher effectiveness. Five survey items were presented in each of the following categories: (1) teacher characteristics (e.g., demonstrates enthusiasm, demonstrates flexibility); (2) organizational practices (e.g., competent in subject taught, instruction clear and focused); (3) instructional practices (e.g., uses a variety of methods and materials, provides practice and reinforcement activities); (4) evaluative practices (e.g., provides immediate feedback, individualizes instruction); and (5) behavior management practices (e.g., establishes explicit standards for students' behavior, models desired behavior). Responses of three subgroups of teachers were compared: K-6 teachers of learning disabled, behavior disordered, and educable mentally handicapped students; 7-12 teachers of learning disabled, behavior disordered, and educable mentally handicapped students; and K-12 teachers of other disabled students exclusive of those named above. Significant differences were found at the .05 level for 2 of the 25 items. The study concluded that the three subgroups were more alike than different in their perceptions of the importance of a given set of characteristics relative to teacher effectiveness. Appendices include references in support of the selection of each survey item.

(JW)

ED 283 337   EC 192 766

Hawkins, Augustus F.
Handicapped Children's Protection Act of 1986. House of Representatives, 99th Congress, Second Session Conference Report To Accompany S. 415 .
Congress of the U.S., Washington, D.C. House.
REPORT NO.- House-R-99-687
PUB DATE- Jul 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; *Disabilities; Educational Discrimination; *Educational Legislation; *Federal Legislation; Fees; Handicap Discrimination; Lawyers; Parent Grievances; Parent Rights
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

The conference report presents the text of an amendment to the Education of the Handicapped Act (EHA) to authorize the awarding of reasonable attorneys' fees as part of the costs to the parents or guardian of a handicapped child or youth who is the prevailing party in a settlement. The General Accounting Office is directed to conduct a study of the impact of this provision in terms of the number of civil actions brought and amount of attorneys' fees, costs, and expenses awarded from 1984 through 1988. The conference report further clarifies the effect of the EHA on rights, procedures, and remedies under other laws relating to the prohibition of discrimination. A joint explanatory statement of the conference committee is appended which describes the differences between the Senate bill and the House amendment and the substitutions agreed to in conference. (JW)

ED 282 985 CE 047 400

Lipton, Kathryn L.
Challenges in Designing U.S. Farm Policy. Issues in Agricultural Policy. Agriculture Information Bulletin Number 518.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jun 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Agricultural Education; Agricultural Production; *Agriculture; Farmers; Farm Labor; Federal Government; *Federal Legislation; *Federal Programs; *Policy Formation; *Public Policy
IDENTIFIERS- Food Security Act 1985

Today, farming claims fewer members in the U.S. work force, and it share of the gross national product has substantially decreased. Yet farming remains important to the economy because of its links to a variety of industries. Extensive use of financial inputs has made farmers more vulnerable to fluctuations in the general economy, rising costs, and interruptions in supplies. Although macroeconomic factors have become increasingly critical in shaping demand for farm products, agricultural policies are only weakly integrated with macroeconomic policy. Trade and financial links mean that domestic and foreign macroeconomic policies and world supply and demand conditions affect U.S. agricultural exports, which, in turn, heavily affect the farm sector. The 1985 Food Security Act focuses on shifting agriculture more toward market orientation so that the farm sector can produce for domestic and international markets at prices reflecting global supply and demand. The potential for continued volatility in the farm sector has significant implications for farm policy, pointing to the need for more flexible farm programs to deal with different markets in the U.S. and abroad. Other farm policy proposals that have been offered include decoupling, mandatory production controls, and targeting. (YLB)

Sipe, Cynthia L.; And Others
Summer Training and Education Program (STEP). Report on the 1986 Experience.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Apr 87
NOTE- 283p.; For the 1985 report, see CE 047 500.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Basic Skills; Comparative Analysis; Demonstration Programs; *Disadvantaged Youth; *Economically Disadvantaged; Geographic Location; National Programs; Outcomes of Education; Pretests Posttests; Program Effectiveness; *Remedial Instruction; Secondary Education; *Summer Programs; *Youth Programs
IDENTIFIERS- Impact Studies; *Summer Training and Education Program

In the summer of 1986, 564 of the 752 members of the treatment group of the first full-scale implementation of the Summer Training and Education Program (STEP) model returned for their second summer. At the same time, a second cohort consisting of 1,591 youth (765 in the treatment group and 754 in the control group) began their first summer of participation. STEP had substantively large effects on the Cohort II participants' reading and math skills, knowledge of contraception, and sexually related behavior during their first summer of participation. The effects of program participation on basic skills were larger and much more widespread than those for Cohort I's first summer (1985) and thus are more likely to result in the desired longer-term outcomes. The Cohort II control group youths experienced substantial learning losses in both reading and math over the 1986 summer, as had the Cohort I control group youth in the summer of 1985. The research also examined STEP's impact on the school-year (1985-1986) and second-summer (1986) performance of Cohort I youths. Those in the Cohort I treatment group were 22 percent less likely to fail a grade than were their counterparts in the control group. The impact was especially large for Hispanics. Other school-year effects from participation in STEP appeared to be small. (Appendixes include a program participation analysis, a description of the Summer Work Enhancement Program, technical data tables, tables referenced in the text, and figures on the total cost of STEP in 1986.) (MN)

Farber, Stuart L.
The Diversity of Student Needs in Higher Education.
PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (Los Angeles, CA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Counseling Objectives; *Counseling Services; *Counselor Role; Higher Education; School Counseling; Student Interests; *Student Needs; *Student School Relationship

Future student services in higher education which will include activities, counseling, and advising require a clear perception of contemporary students and those services that will assist in meeting their needs. The task is to further examine the diversity of students' needs and determine implications for programs and services. Student need areas include academic interests, co-curricular activities, mental and physical health, economic support, and family/social commitment. Counselors need to be aware of the increasing importance of student employment and students' increasing interest in being financially secure. Counselors should be aware of the student/institution and student/major "fit." Counselors should accommodate the needs of married students. Student participation in clubs and organizations is a reflection of discernible linkage needs of students. Important issues for college counselors include awareness of the multitude of student needs; the diversity among students; students' social commitments and family pressures; the need for activities and employment; and the influences of the campus environment. The counselor's purpose is to listen to, encourage, and assist students. A clear perception of the diversity of students and their changing needs is required. (ABL)

ED 283 081 CG 019 970

Komocar, John

Predicting Behavior from Cognitive Cause Maps of a Work Setting.

PUB DATE- Aug 86
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Some tables and charts have small or blurred print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Cognitive Mapping; *Cognitive Psychology; *Employee Attitudes; Motivation; *Organizations (Groups); Work Attitudes
IDENTIFIERS- *Organizational Behavior

Cognitive cause maps permit a topological investigation of the complexity of organizational events and behaviors. Because cognitive cause maps are believed to be ordered according to a givens-means-ends schema, they contain information about an individual's motivation structure. In a work setting an individual engages in several different acts. Each of these acts is pushed by an occasion and pulled by an outcome. In this model, the greater the push and pull on an act relative to other acts, the greater the tendency to engage that act. This model was tested in a university mailing center. Subjects (N=35) were mailing service employees who completed surveys on attributes of supervision, coworkers, the work itself, the individual, and job behaviors. Results generally supported the push-pull model of organizational behavior. The model and study results address three concerns of organizational scientists. First, the model recognizes that behavior and cognition in organizations is multidimensional, variable, and integrated. Second, the model suggests how the patterning and content of a cognitive cause map may covary with, and predict, patterning in behavior. Third, the study analysis presented a strategy permitting both idiographic and nomothetic interpretation of behavior and cognition in organizations. Several tables and figures are included. (ABL)

ED 283 136 CS 008 852

Putz, Linda
"Do Closed Captioned Lessons Enhance Reading Comprehension in the Hearing Impaired Adolescent?"
PUB DATE- May 87
NOTE- 32p.; Master's Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Audiovisual Aids; *Hearing Impairments; Learning Problems; Reading Achievement; *Reading Comprehension; Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Research; Secondary Education; *Television Viewing
IDENTIFIERS- *Closed Captioned Television; Reading Motivation

A study investigated whether there would be a significant improvement in the reading comprehension test scores of hearing-impaired secondary school students if their content area subjects included closed captioned television lessons. Subjects, eight students in an experimental group and five students in a control group, were grouped according to reading level. Three randomly chosen teachers showed the captioned TV program, offered reading instruction, and then showed selected parts of the program again or used the script to reinforce specific skills taught. Afterwards, both groups were tested for comprehension. Results showed no significant effect for the use of captioned television to enhance reading comprehension of hearing impaired adolescents. However, the experimental students were motivated to read more, and by the fifth week of experimentation, some of these students read more fluently. (Tables of data are included, along with a review of related research as well as a 28-item reference list and four appendices.)

ED 283 150 CS 210 483

Walker, Helen L.
Decentering: Its Place in the Writing Process.
PUB DATE- 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Freshmen; *Freshman Composition; Higher Education; Intuition; *Piagetian Theory; Writing Improvement; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- *Audience Awareness; *Decentering (Psychology)

Decentering, as defined by Jean Piaget, occurs when the mind considers and coordinates experience from more than one perspective. Focusing on decentering in two parts of the writing process--discovery and audience awareness--a study examined the relationship between the personal and impersonal decentering abilities of college freshmen and their overall writing abilities. Subjects, 60 college freshmen enrolled in four composition classes at a midwestern state university, prepared three short essays designed to measure the two decentering traits, and a longer essay designed to measure overall writing effectiveness as well as decentering ability. Results indicated that writers who rate high in overall writing ability usually possess strong personal and impersonal decentering abilities, and vice versa. Analyses also showed that personal and impersonal decentering skills occurred together in the same writing task. In addition, findings indicated that both personal and impersonal decentering abilities did not remain constant across all writing tasks and that personal decentering ability is likely to change as writing topics change. Finally, results indicated a high correlation between audience awareness and overall writing effectiveness across all writing tasks. The study suggests that personal and impersonal decentering are important activities in the writing process and that development of decentering abilities may facilitate development of overall writing ability. (Twenty-six references are included. Four appendixes contain the prompt for part one writing samples and the scoring guide to measure insight discovery, audience awareness, and overall writing effectiveness. Sample responses and analyses for each scoring guide are included.) (JD)

ED 283 270 EA 019 492

Zerchykov, Ross
Parent Choice: A Digest of the Research. Parent Choice and the Public Schools: Volume 1 .
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 87
NOTE- 148p.; For related documents, see EA 019 493-495.
AVAILABLE FROM- Publication Sales, Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Decision Making; Elementary Secondary Education; *Institutional Characteristics; Parent Participation; *Parent School Relationship; *Public Schools; Research Utilization; *School Choice

This guide, first in a series of four volumes, is designed to give information to parents and other decision makers on costs and benefits of different kinds of choices of schools that children might attend. Four sections present digests of information based on research and evaluation studies. Section 1 introduces the format and purpose of the guide. Section 2, "Policy Models," digests six frequently cited policy proposals for parent choice, ranging from Milton Friedman's call in 1962 for a universal voucher system to the National Governors' Association call in 1986 for state and local initiatives for "controlled choice." As the models indicate, parent choice plans can take many forms; some raise questions about private education, church, state, and/or individual liberty issues. "The Issues and the Evidence," section 3, contains seven research summaries that digest evidence addressing the claims and questions raised in policy proposals summarized in section 2, including what is known about the potential impact of expanding opportunities for parent choice. Section 4, "The Research Base," contains succinct briefs summarizing the 11 major research and evaluation studies whose findings provide most of the clues for answering questions addressed in the research summaries. Section 5, "Bibliographic Resources," contains a summary of the sources cited in the report. (CJH)

ED 283 308 EC 192 737

Collins, Eleanor M.; And Others
The Impact of Handicapping Conditions on Consumer Attitudes in Families.
PUB DATE- Oct 86
NOTE- 18p.; For related documents, see EC 192 738-739.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Disabilities; *Family Financial Resources; *Grandparents; Higher Education; *Resource Allocation; *Siblings; *Student Attitudes

The report summarizes results of a study of attitudes of 222 undergraduate university students (University of Minnesota, Duluth) toward financial decisions involving a family member with a handicap. The Situational Attitude Scale--Handicapped Family Consumer (which assesses attitudes toward parental expenditure of money for siblings or grandparents who are blind; use a wheelchair; or are deaf, emotionally disturbed, or non-handicapped), was administered to subjects (6% of whom stated they had a handicapped family member). Generally, more positive attitudes were expressed toward the expenditure of money for siblings who were emotionally disturbed and for grandparents without a disability. The most negative responses were directed toward expenditure of money for a sibling without a handicap. No significant differences were associated with a participant's sex, age, marital or parental status; income level; or experience with handicapped persons in a family setting. (DB)

ED 282 999 CE 047 436

Recognition and Use of Kitchen Tools and Utensils. Learning Activity Pack and Instructor's Guide 4.4. Commercial Foods and Culinary Arts Competency-Based Series. Section 4: Equipment Handling, Operation, and Maintenance.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-312-BK-86; IE-313-BK-86
PUB DATE- Jan 86

NOTE- 52p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; *Equipment Maintenance; *Equipment Utilization; *Food Handling Facilities; *Food Service; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- Florida; *Kitchen Utensils

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with common tools and utensils used in commercial kitchens. Illustrated information sheets and learning activities are provided on various kitchen tools (cutting, stirring, lifting, turning, serving, spreading, scraping, and other tools) and food preparation and cooking utensils. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

Vegetables. Learning Activity Pack and Instructor's Guide 5.14. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

REPORT NO.- IE-348-BK-86; IE-349-BK-86
PUB DATE- Jan 86
NOTE- 68p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; *Food; Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- Florida; *Food Preparation; *Vegetables

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with the major types of vegetables, with the procedures for storing vegetables, and with the general rules and methods of vegetable cookery. Illustrated information sheets and learning activities are provided in these areas: types of vegetables (vegetables as plant parts, color of vegetables, market forms); storing vegetables (storing fresh, canned, frozen, and dried vegetables, and general tips for storing vegetables); and preparing vegetables (rules for vegetable cookery, preparing vegetables for cooking, and cooking methods). The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 040 CE 047 515

Vocational Sex Equity Project Abstracts 1986-87.

Virginia State Dept. of Education, Richmond.

PUB DATE- Feb 87
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Counselor Training; Demand Occupations; *Displaced Homemakers; *Early Parenthood; Females; Inservice Teacher Education; Mothers; *Nontraditional Occupations; Postsecondary Education; Program Administration; Program Costs; *Program Descriptions; Program Implementation; Public Relations; Secondary Education; Sex Bias; *Sex Fairness; State Programs; *Vocational Education
IDENTIFIERS- *Virginia; Women in Nontraditional Careers Curriculum

This document contains 34 abstracts that describe sex equity projects operating in Virginia during fiscal year 1986-87 with federal funding through the Carl D. Perkins Vocational Education Act of 1984. The abstracts are organized in the following eight categories: (1) centers to serve single parents and homemakers; (2) programs to serve teenage parents; (3) programs for women to explore nontraditional trade and industrial careers; (4) programs for women to explore high technology careers; (5) mini-grants to eliminate sex bias and to enhance sex equity for men and women; (6) implementation of the Women in Nontraditional Careers (WINC) curriculum; (7) a statewide public relations program; and (8) a statewide program to assist teachers and counselors in promoting vocational sex equity. Each two-page abstract contains information on the name of the director, the location, telephone number, time frame, funding level, objectives, procedures for implementation, and contributions to vocational education. (KC)

ED 283 095   CG 019 984

Matthews, Doris B.
A Comparison of Relaxation Strategies.
South Carolina State Coll., Orangeburg.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Sep 86
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Intermediate Grades; Junior High Schools; *Physiology; *Preadolescents; Recall (Psychology); *Relaxation Training; *Short Term Memory; *Stress Management

Some researchers argue that all relaxation techniques produce a single relaxation response while others support a specific-effects hypothesis which suggests that progressive relaxation affects the musculoskeletal system and that guided imagery affects cognitive changes. Autogenics is considered a technique which is both somatic and cognitive. This study was conducted to measure physiological and cognitive attributes of four techniques: progressive relaxation, autogenics, guided imagery, and a neutral stimulus. Physiological measures examined were frequency of brain waves, muscle tension, and peripheral temperature which were measured during, and at the conclusion of, each relaxation exercise or neutral stimulus. Immediately following each technique, subjects answered questions measuring short-term memory. Four tests of recall used were auditory forward and auditory backward digit span, and recollection of lists of nonsense syllables and familiar nouns. Subjects were 40 students in grades six, seven, and eight. Even though subjects came to the observation session in a surprisingly relaxed state, relaxation exercises increased peripheral temperature; however, the other physiological measures and the four tests of recall did not respond to the relaxation exercises. The three types of treatment failed to produce difference levels of either physiological measures or test performance. Practice had some effects on subjects. Muscle tension and both auditory forward and backward digit span revealed an association with the order of observations. A 44-item reference list, two appendices and 29 tables are included. (NB)

ED 283 109 CG 019 998

Pedrini, D. T.; Pedrini, Bonnie C.
Psychoanalysis and Questions Related to Free Association, Lay Analysis, Instinct, Latency.

PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Developmental Stages; *Psychiatry; *Translation; Vocabulary
IDENTIFIERS- *Freud (Sigmund); *Psychoanalytic Theory

Psychoanalysis is challenging in many ways. Some misunderstandings occur, not only because of resistance, but also because of language obfuscation. Free association has become known as the fundamental rule in psychoanalysis. Free association, however, was mistranslated from the German. A more accurate translation would be "free irruption" or "free eruption." Although Freud himself believed in Laien-analyse, or lay analysis, the practice of psychoanalysis in the United States was originally limited to physicians. Another mistranslation occurred when the term "Trieb" was translated as instinct. The German word for instinct is, in fact, "Instinkt." "Trieb" should have been translated as drive, for Freud's theory is a drive theory. To a Freudian, the focus is on drives and there are few basic drives. Freud delineated a sex drive, an ego drive, and an aggression drive. Eventually the sex drive and ego drive were combined to form the life drive and the aggression drive became the death drive. A final problem appears in the psychoanalytic developmental stage called latency. Latency does not appear to be descriptive, especially today. It is difficult to find a word to label this very important developmental period. Four pages of notes and references conclude the document. (NB)

Rutenbeck, Jeffrey B.

Partisan Press Coverage of Anti-Abolitionist Violence--A Case Study of Status Quo Journalism.

PUB DATE- Aug 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Content Analysis; Media Research; *Newspapers; *News Reporting; Political Affiliation; *Press Opinion; United States History; Violence
IDENTIFIERS- *Abolitionism; Journalism History; Nineteenth Century

A study examined the conserving tendencies of the established political party press during the early stages of the antislavery movement. Eighteen partisan newspapers--from both northern and southern states--were examined for their coverage of the July 30, 1836, mob violence against James G. Birney and his Cincinnati "Philanthropist," and the November 7, 1837, shooting death of Elijah P. Lovejoy. It was hypothesized that newspapers most closely affiliated with those in political power, to preserve the status quo, would condemn the dissident press and deny the dissident editor's right to speak freely. For analysis, coverage was divided into three categories: (1) papers expressing original editorial views, (2) papers reprinting editorial views from other papers; and (3) papers with no coverage at all. The results indicated that all newspapers in the first category, with the exception of the New York "Evening Post," blamed the abolitionist editors for the violence, and the majority of newspapers in the second category reprinted material blaming the editors. The results also indicated that in both categories 1 and 2, the papers with the most demonstrable ties to established parties ignored freedom of the press issues and fervently blamed and opposed the abolitionist editors. (Sixty-two notes are included.) (Author/HTH)

Seiter, Jennifer; And Others
Covering the Roots of Justice: Louisiana Crime News in the 1980's.
PUB DATE- Aug 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Crime; Crime Prevention; Media Research; *Newspapers; *News Reporting; State Surveys; Violence
IDENTIFIERS- *Louisiana

To determine whether the media in one state have reflected current trends in crime reporting, a study focused on crime news content in the 24 Louisiana daily newspapers in 1980 and in 1985. Issues addressed were whether statewide crime coverage increased or decreased, if the placement of crime news and type of headline changed, and whether coverage of specific types of crimes reflected trends for reported crimes. For the study, researchers separated the newspapers into four groups by circulation and divided the newspapers' communities by size. Crime stories were counted for two 1-week periods chosen at random for both 1980 and 1985. Findings indicated that overall crime news in Louisiana increased, and much of the increased coverage was because newspapers published more "driving under the influence of alcohol" incidents and crime prevention stories, as well as more stories about personal and property crimes. Crime prevention items increased by more than 200%, a trend that reflected the media/police programs initiated in many Louisiana cities to inform and to protect the public against crime. Also, more crime news was published on the front pages in 1985 than in 1980. But more than three-fourths of the crime coverage appeared on the inside pages. Overall, crime news did not mirror reported crimes, with violent crimes disproportionally emphasized, perhaps because reporters only covered easily accessible crimes or they were unfamiliar with the criminal justice system. (SKC)

ED 283 205 CS 210 644

Lowry, Dennis T.

Media-Sponsored Opinion Polls: A Critical Review of Campaign '84 and Recommendations for Campaign '88.

PUB DATE- 2 Aug 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; Comparative Analysis; Evaluation Criteria; Mass Media Effects; Media Research; News Media; *Newspapers; News Reporting; *Periodicals; Political Attitudes; *Presidential Campaigns (United States); *Public Opinion; *Television
IDENTIFIERS- *Media Analysis; Media Role; Newsmagazines; *Opinion Polls

Noting that the 1984 presidential campaign was the most heavily polled election in United States history, a study examined the use and abuse of opinion polls by five print media ("Newsweek," "Time," "U.S. News and World Report," the "New York Times," and the "Washington Post") and by the three major television networks during the campaign. In particular, the study examined to what extent these eight influential media followed sound practices, as defined by the American Association for Public Opinion Research (AAPOR), in the reporting of the opinion polls they themselves commissioned and over which they exercised control. The AAPOR code for reporting public opinion polls includes the following items: (1) identity of who sponsored the survey, (2) exact wording of the questions asked, (3) definition and size of the population sampled, (4) indication of what allowance should be made for sampling error, (5) which results are based on part of the sample, (6) whether interviewing was done personally, by telephone, by mail, etc., and (7) timing of the interviewing. It was found that all the news media were deficient in following AAPOR standards in some respects, and some were deficient in most respects. While there was no clear winner among the three categories of media, network television was a clear loser. On every comparison among the three categories of media, the networks were more negligent than were the newspapers and news magazines. The findings suggest a number of recommendations for improved polling performance in the 1988 campaign. (References are appended.) (NKA)

ED 283 218 CS 210 670

Crismore, Avon
An Evaluation of Developmental Writing Courses for Specially Admitted Students (Athletes).
PUB DATE- 82
NOTE- 95p.; Several pages in appendix may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Athletes; *Developmental Programs; Higher Education; Program Content; *Program Effectiveness; Program Evaluation; *Rhetoric; Student Writing Models; *Writing Difficulties; *Writing Instruction; Writing Skills
IDENTIFIERS- University of Illinois

Noting that the University of Illinois' Special Options Rhetoric program is designed for special admit students who score 15 or below on ACT tests, this paper investigates the efficacy of the program to help marginal students, and also includes information on writing programs at the University of Michigan and Ohio University. An introduction questions whether one semester of this particular writing program is sufficient. Following a methodology section are a number of interviews with those connected with Special Options Rhetoric, concerning why the program was developed, and descriptions of other rhetoric courses. Included next are samples of Special Options students' work, their evaluations of the class, and a content analysis of those opinions. Following several more interviews with teaching assistants, directors, and administrators is a description of classroom activity in a Special Options class, an EOP (Equal Opportunity Program) rhetoric class, and a standard freshman rhetoric 105 class. Alternative programs from Michigan and Ohio are then described, followed by a findings section, which notes that while the Special Options Rhetoric program has been partially successful in helping athletes with severe difficulties in writing, one semester is not adequate to these marginal students up to even Rhetoric 105 standards; funding is also low, and support from the English Department is minimal. The paper recommends cooperation between the university, the Athletic Association, and the Illinois Board of Higher Education, a stabilizing of the Special Options program, and training and support of Special Options instructors. Appendixes contain a history and description of the writing requirement at the University of Michigan, and a course description for the writing workshop at Ohio State University. (JC)

ED 283 257 EA 019 476

Gronn, Peter
Rethinking Educational Administration: T. B. Greenfield and His Critics.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0003-6
PUB DATE- 83
NOTE- 166p.; Prepared as course material for "Theory and Practice in Educational Administration" (Course ESA-841).
AVAILABLE FROM- Publication Sales, Deakin University Press, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Cognitive Mapping; Critical Thinking; *Educational Administration; *Educational Theories; Foreign Countries; Foundations of Education; *Organizational Theories; *Phenomenology; Research Needs; Research Utilization; Social Science Research; Systems Approach; *Theory Practice Relationship
IDENTIFIERS- *Greenfield (Thomas); Griffiths (Daniel); Willower (Donald J)

This monograph discusses Thomas Greenfield's writings and those of his two major detractors, Daniel Griffiths and Donald J. Willower. For nearly a decade Greenfield has attacked traditional theories of educational administration and argued for the centrality of mind in the construction of organizational and administrative reality. An introductory essay discloses the mode of reasoning evident in Greenfield's discourse by identifying ways in which disputation reveals a mental universe, also evident in the works of Griffiths and Willower. In three readings, Greenfield expresses doubts about what he sees as the ill-conceived nature of educational administration. He contends that placing meaning and intention upon experience shapes what we call organizations and that this process should be the focus of organizational theory. Griffith's reactions to Greenfield's doubts are to criticize organizational theories that pertain to educational administration and to offer suggestions that clarify concepts and restrict theories. Willower responds by exploring philosophical issues surrounding theory in educational administration, questioning its "raison d'etre" as a field of academic endeavor. Analysis of Greenfield and his critics demonstrates how theorizing in educational administration exposes differences about educational administration. Each reading provides a list of references or endnotes; an annotated bibliography is included. (CJH)

ED 283 338 EC 192 767

Henslowe, Shirley A.

Handbook of Instructional Materials for Education of the Gifted and Talented.

SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- 86
NOTE- 201p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Audiovisual Aids; Computer Software; Elementary Secondary Education; Foreign Countries; *Gifted; *Instructional Materials; Publications; Resource Materials; *Talent
IDENTIFIERS- Alberta

The handbook consists of a series of bibliographies of instructional materials published in the United States and Canada which are considered suitable or readily adaptable for the education of gifted and talented students at elementary and secondary levels. An introductory section describes the handbook's purpose, intended audience, content and organization, and related considerations. The section entitled "Professional References" consists of five annotated bibliographies: journals, magazines for children, parent references, teacher references, and supplementary teacher references. The section entitled "Instructional Materials" consists of two annotated bibliographies, one listing selected curriculum materials and the other audiovisual and computer resources. Major sources consulted in preparing the handbook are cited, and a directory of addresses of publishers and distributors is also provided. A title index concludes the document. (JW)

Progress of Compliance with Public Law 94-142. Oversight Hearing before the Subcommittee on Fiscal Affairs and Health of the Committee on the District of Columbia. House of Representatives, Ninety-Ninth Congress, Second Session on the Progress Being Made by the District of Columbia To Comply with the Education for All Handicapped Children Act.

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

PUB DATE- 20 Jun 86

NOTE- 333p.; Serial No. 99-21. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Hearings; School Districts; Urban Education
IDENTIFIERS- Congress 99th; *District of Columbia; Education for All Handicapped Children Act

The report of the hearings before the House of Representatives subcommittee is concerned with progress being made by the District of Columbia to comply with the Education for All Handicapped Children Act. Major statements are included from officials representing the General Accounting Office, and the District's Department of Human Services, Commission on Social Services, mayor's office, superintendent of schools, and director of courts, social service division. Submitted for the record is the District of Columbia's Department of Human Services response to the Accounting Office report on efforts to comply with Public Law 94-142. Appendixes include additional questions and responses, relevant letters, and sections from the text of P.L. 94-142. (DB)

McGuigan, Kimberly A.; And Others

Predicting a Longitudinal Guttman Simplex of Adolescent Substance Use.

PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987). For related documents, see CG 019 941-943.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Alcoholic Beverages; Change Strategies; *Drinking; *Drug Use; Junior High Schools; *Junior High School Students; *Longitudinal Studies; Marijuana; *Predictor Variables; Prevention; *Smoking
IDENTIFIERS- *Substance Abuse

The longitudinal Guttman simplex (LGS), a method of modeling stage sequences or levels over time, allows for individual differences in sequence progression or development. The LGS is particularly appropriate in modeling tobacco, alcohol, and marijuana use stages with adolescent subjects where relationships among drugs and degree of involvement may be explored. To examine adolescent substance use, data were obtained from junior high school students (N=541) in the Los Angeles, California area who were part of a 5-year substance abuse prevention program. Psychosocial constructs and drug use were measured for this phase while students were in grade 7 (1983) and grade 9 (1985). The results revealed that a relatively sizable percentage of variability in substance use as measured by a LGS could be accounted for by psychosocial scales measured one year prior to use assessment. Analyses suggest that a student's self-report of the number of friends who use, and the student's intention to use drugs, related to increased use one year later. The strongest, consistent predictor of substance use identified (friends who use substances) may not be easily modified by preventive interventions. Constructs identified as indirectly predicting use, such as prevalence estimates and perceived consequences of use may be amenable to change as a result of prevention programming. (NB)

ED 283 192 CS 210 623

Blick, Eddie
A Study of High School Newspapers' Ratings in a National Contest/Critique with Regard to Membership in Publications Organizations.
PUB DATE- Aug 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; Faculty Advisers; *Group Membership; High Schools; *Journalism Education; Layout (Publications); Media Research; News Reporting; *News Writing; *School Newspapers; *Student Publications
IDENTIFIERS- Scholastic Press Associations

A study examined the relationship between the number of scholastic publications organizations to which school newspapers belong and the newspapers' ratings in a national contest/critique. It was hypothesized that membership would not have significant impact on ratings. A sample of 189 newspapers was drawn from membership records of the Columbia Scholastic Press Association, one of three national organizations (National Scholastic Press Association and Quill and Scroll are the other two). Eighty-nine advisers from this sample completed and returned a mail questionnaire requesting information demographics and organization membership. Ratings for each of the newspapers were averaged and designated as good, better or best. Most of the respondents were public schools, with evenly distributed enrollment, ranging from less that 500 to more that 2,500. Most papers indicated belonging to two publications organizations. The number of organization memberships did not appear to have any relationship to enrollment. Cross-tabulations of newspapers' memberships by newspaper ranking showed an unmistakable patterns. As membership in scholastic publications organizations increased, so did the percentage of newspapers in the highest ranking categories. Results indicated a significant difference among rankings of newspapers according to the number of scholastic publications organizations to which the newspaper belonged. (Five tables of data and a bibliography are included.) (HTH)

ED 283 231 CS 505 640

Burns, Gary
Television Aesthetics as Aesthetics.
PUB DATE- 26 Mar 87
NOTE- 17p.; Paper presented at the Combined Annual Meeting of the Popular Culture Association and the American Culture Association (Montreal, Quebec, Canada, March, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; *Film Study; Fine Arts; Mass Media Effects; *Popular Culture; *Television
IDENTIFIERS- *Television Aesthetics

In opposition to popular disparaging of television as an artistic medium, television can be considered as having its own aesthetics and can be placed in the category of fine arts (as opposed to folk arts). Television art can and should be distinguished from video art and film art in the ways in which it imitates reality; program content and filming technique are two ways in which television art separates itself. Moreover, television has been criticized for the unreal way in which it presents the outside world. Related to this is the relationship between viewer and television, as opposed to the relationship between viewer and film. Television has been called an "intimate" medium because of the size of the screen, the type of shot used, and the fact that televisions can be placed in the home; whereas film overwhelms, making the viewer feel inferior to the screen, television elicits a feeling of superiority. Hence, the way in which television imitates the outside world differently than film demands that it should have its own theories of aesthetics. The development of such theories may allow television to be seriously studied as art, as well as admit examples of popular culture into the realm of aesthetics, both of which may improve the quality of television. (JC)

ED 283 245 EA 019 463

Pine, Patricia
Promoting Health Education in Schools--Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-100-6
PUB DATE- 85
NOTE- 71p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stoc No. 021-00152; $13.95 plus $2.50 postage and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Technique (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Educational Administration; Educational Environment; Elementary Secondary Education; *Health Education; Health Personnel; *Health Services; Parent School Relationship; *Physical Health; School Community Relationship; School Nurses; School Safety; Staff Role; *Well Being
IDENTIFIERS- Health Education Research

Nationwide questionniare responses from hundreds of administrators constitute the data for this report. Schools must promote health, not only by teaching, but by being advocates of health, demonstrating that health is desirable and possible for all. After a prelude and background, the first chapter examines issues of health education, including underlying concepts, priority issues, definition, health and academic achievement relationships, and the federal role. Chapter 2 focuses on needs and goals on a national level, listing objectives and hazards. Chapter 3 looks at needs and goals locally, outlining goals for curriculum and administration.

The fourth chapter examines management and health coordinators, advisory committees, and funding. Chapter 5 focuses on various curricula for health education uses. Chapter 6 looks at staff involvement and training, retraining, and utilization of learning resources. Chapter 7 relates reports from local communities nationwide. Chapter 8 investigates health services and the role of the school nurse. Chapter 9 discusses the role of parents in health programs. The 10th chapter examines the development of staff wellness. Chapter 11 deals with funding, budgeting, and the involvement of business and community groups. Finally, chapter 12 explores the assessment of health education and long-range evaluations. (WTH)

Clinchy, Evans
Planning for Parent Choice: A Guide to Parent Surveys and Parent Involvement in Planning for Parent and Professional Choice in the Public Schools. Parent Choice and the Public Schools: Volume 2 .
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 87
NOTE- 76p.; For related documents, see EA 019 492-495.
AVAILABLE FROM- Publication Sales, Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attendance Patterns; *Community Surveys; Decision Making; Elementary Secondary Education; *Parent Attitudes; Parent Child Relationship; *Parent School Relationship; *Public Schools; *School Choice
IDENTIFIERS- *Massachusetts

This guide, second in a series of four volumes, offers a method of surveying parents' attitudes about choosing schools for their children and provides a survey instrument used over a period of 5 years in four Massachusetts urban school districts. Section 1 introduces the basic research questions pursued in the survey. Section 2, "The Parent Survey: What Is It? What Does It Do?" describes the structure and general functioning of the survey model. Surveys sent home to parents were comprised of three basic elements: (1) respondents' declaration of the kind of schooling they prefer; (2) respondents' declaration of willingness to have their children attend a school outside their neighborhood attendance area; and (3) background data on respondents. "The Process: Planning Surveys for Parent/Professional Choice," section 3, describes the role played by such parent and professional surveys in a comprehensive planning process leading to school systems based upon choice. Examples are provided from experiences of the four Massachusetts communities. Section 4, "Reflections on the Process," considers various issues raised by use of parent/professional surveys and provides tentative answers to questions that emerge from survey use. Section 5 offers further sources of information. (CJH)

Childs, T. Stephen; Shakeshaft, Charol

A Meta-Analysis of Research on the Relationship between Educational Expenditures and Student Achievement.

PUB DATE- 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Correlation; *Cost Effectiveness; Educational Economics; *Educational Finance; Elementary Secondary Education; *Expenditures; Instructional Effectiveness; *Meta Analysis; Research Methodology; *Research Reports; Statistical Data
IDENTIFIERS- Research Results

The great concern in recent decades over the trends of declining student achievement scores and increased cost of schooling has prompted speculation about how these trends might relate to one another. Much like popular opinion, research findings from studies of this relationship have often been contradictory. This study presents results from a meta-analysis of research on the relationship between educational expenditure and student achievement. Meta-analysis refers to the analysis of analyses and is the statistical analysis of a large collection of analysis results from individual studies for the purpose of integrating findings. Forty-five studies of this area were examined, representing 417 correlation coefficients from 1928 to 1980. The analysis shows that educational expenditures have little effect on student achievement. Noted is a trend that involves the decline in the relationship of the two factors over several decades. Evidence of an interaction of grade level with the relationship is not present. Conclusions and recommendations for further research are provided. Included in the study are 6 tables of statistical data and 12 references. A complete listing of studies used is provided. (WTH)

ED 283 296 EA 019 522

Scheduled Salaries for Professional Personnel in Public Schools, 1986-87. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 87
NOTE- 115p.; For parts 2 and 3, see EA 019 523-524. For the related 1985-86 report, see ED 267 506.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 219-21732; $34.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Elementary Secondary Education; Enrollment; Expenditure per Student; Geographic Regions; National Surveys; *Professional Personnel; *Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; *Superintendents; Tables (Data)

This survey represents the first volume of a three-part report which presents the contract salaries and minimum and maximum wages for 22 professional positions scheduled for 1986-87 according to data from 1,031 responding school systems. In addition to this information, the system-by-system listing considers data such as enrollment, per pupil expenditure, the number of days on duty for each category of selected personnel, and the length of the work year. Twenty-five summary tables provide data concerning the percentile distributions, ranges, and means of the minimum and maximum salaries; a comparison of 1986-87 data with previous survey results; a comparison of scheduled salaries for various professional personnel with salaries of classroom teachers; the scheduled daily pay rates for selected positions; the number of school districts employing personnel in each position; the number of districts scheduling salaries for each position; and the number of days on duty per year. The summary data are determined by the per pupil expenditure, the geographic location, and the enrollment size of the school system. (RG)

ED 283 309 EC 192 738

Morris, Joseph R.; And Others

Attitudes of University Students Toward Persons with Specific Handicaps.

PUB DATE- 84
NOTE- 22p.; For related documents, see EC 192 737-739.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Disabilities; Emotional Disturbances; Higher Education; *Mainstreaming; *Peer Acceptance; Physical Disabilities; Sex Differences; *Student Attitudes

The paper reports the results of a study which assessed the attitudes of 220 University of Minnesota (Duluth) undergraduates toward handicapped persons in a situational context. The Situational Attitude Scale--Handicapped (Modified) which assesses attitudes toward persons who are blind, wheelchair-bound, deaf, emotionally disturbed, or not handicapped was administered to subjects (94% of whom reported having had handicapped students in their classes). Generally, more negative attitudes were expressed toward emotionally disturbed individuals than toward physically handicapped individuals in close personal situations. More positive attitudes were expressed toward persons who had no handicap or were deaf. No significant differences were associated with a participant's age, sex, or experience with mainstreamed handicapped students in their classes. (Author/DB)

ED 283 324 EC 192 753

Wilde, Warren D.; Sillito, Melvin T.
Evaluation Report of the Challenge Program: County of Strathcona #20.
Alberta Dept. of Education, Edmonton.
PUB DATE- Oct 86
NOTE- 58p.; For related documents, see EC 192 754-756.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Affective Behavior; Art Education; Counselor Attitudes; *Curriculum Enrichment; Enrichment Activities; Foreign Countries; Formative Evaluation; *Gifted; Independent Study; Intermediate Grades; Parent Attitudes; Principals; *Program Effectiveness; *Program Evaluation; School Districts; Student Attitudes; Student Evaluation; Teacher Attitudes
IDENTIFIERS- *Alberta (Strathcona County)

One in a series of reports on a gifted program jointly formed by three school systems in Alberta, Canada, this document presents evaluation information regarding the effects of the program in Strathcona County schools. The Strathcona County school system consists of a mix of rural and small urban schools and is intermediate in size when compared with the other two systems, Camrose and Calgary. The first part of the report describes the development, implementation, and revision of the Challenge Program, which offers orientation, individual development, group enrichment, and independent study activities for fifth- and sixth-graders identified as gifted. The second half of the report discusses evaluation data gathered through interviews with Challenge teachers, counselors, principals, current and former students, and parents of current and former students. The report concludes with findings and recommendations regarding the need for program extension to other grade levels and to visual and performing arts; increased attention on creativity; evaluation in the affective domain; and increased attention on teacher and administrator concerns. (CB)

ED 282 986 CE 047 405

Jason, L.
International Foods Curriculum.
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cultural Awareness; *Cultural Differences; Cultural Interrelationships; Cultural Pluralism; Curriculum Guides; Ethnic Groups; Ethnicity; *Food; *Food Service; *Foods Instruction; High Schools; *Home Economics; Learning Activities; Multicultural Education

This curriculum guide provides materials for an international foods course for high school home economics. It is intended to promote the concept of global networking. Contents include the philosophy, generalizations, long-range objectives, a conceptual framework, and a listing of suggested activities, some of which also serve as a means of evaluation. These sample learning/evaluative materials are appended: an instruction packet for a project, written report format, faculty interviews, evaluation sheet, food laboratory worksheet, article critique format, and outline/study guide. Other appendices include a list of resources and a bibliography. (YLB)

ED 283 068 CG 019 957

Morris, Edward K.

Context, Cognition, and Biology in Applied Behavior Analysis.

PUB DATE- May 87
NOTE- 33p.; Paper presented at the Annual Association for Behavior Analysis Convention (13th, Nashville, TN, May 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Behavior Theories; *Biology; *Cognitive Processes; *Environmental Influences

Behavior analysts are having their professional identities challenged by the roles that cognition and biology are said to play in the conduct and outcome of applied behavior analysis and behavior therapy. For cogniphiliacs, cognition and biology are central to their interventions because cognition and biology are said to reflect various processes, structures, and states that cause, mediate, or change dysfunctional behavior-environment interactions. For cogniphobics, cognition represents an unwarranted return to mentalism and an unnecessary obsession with epiphenomena, whereas biology represents an unwarranted return to reductionism and an unnecessary obsession with the materialistic side of Cartesian dualism. On the side of cognition, the cogniphiliacs are right. Applied behavior analysis needs to provide a comprehensive, explicit account of behavior-environment interactions. The cogniphiliacs' argument for explanatory cognitive and biological concepts, though, often seems little more than a reversion to mentalism. On the side of behavior, the cogniphobics are right. Cognition-as-process and biological reductionism as explanation have no place in a natural science of behavior. The cogniphobics' lack of reference to historical and current contextual conditions, however, suggests that they are in part responsible for the misconceptions of the science of behavior. Contextualism may be the treatment of choice in working with cogniphilia and cogniphobia. (Seventy-seven references are appended.) (NB)

ED 283 110 CG 019 999

Polson, Linda A.; And Others
Ideological and Personological Correlates of Participation in High School R.O.T.C.: Some Good News.
PUB DATE- Mar 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoritarianism; Comparative Analysis; Grade Point Average; High Schools; *High School Students; *Military Training; *Personality Traits; *Political Attitudes; Self Concept; *Student Attitudes
IDENTIFIERS- *Junior Reserve Officer Training Corps

Concern for the social psychological effects of military service, particularly its effect on authoritarianism and political conservatism extends to military training programs on university and secondary school campuses. This study examined the relationship between participation in a high school Marine Corps Junior Reserve Officer Training Corps (JROTC) Program and political orientation and personality variables. Subjects were 30 9th-graders and 20 12th-graders enrolled in a JROTC program in a Florida high school and 36 9th-graders and 20 12th-graders not in the program. Subjects completed a demographic questionnaire, the Rokeach Dogmatism Scale Form E, the Myers-Briggs Type Indicator, the Piers-Harris Children's Self-Concept Scale, a short test of awareness of current events, and a measure of political opinions. The results revealed no relationship between participation in JROTC and dogmatism, and no relationship between grade point average and JROTC affiliation. JROTC subjects reported higher self-concept scores and more liberal views than did their non-JROTC counterparts. JROTC and non-JROTC subjects did not differ in knowledge of current political events or in the number of school activities in which they participated. These findings suggest not only that JROTC participation is unassociated with an anti-democratic personality style and with conservative ideology, but also that it is positively related to healthy development of self-esteem. (NB)

ED 283 123 CS 008 813

Everett, Irene

Recreational Reading Effects on Reading Comprehension Achievement.

PUB DATE- Apr 87
NOTE- 35p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Black Students; Disadvantaged Youth; Elementary Secondary Education; Grade 8; *Independent Reading; Reading Attitudes; *Reading Comprehension; Reading Habits; *Reading Improvement; Reading Interests; Reading Material Selection; Reading Research; *Recreational Reading; Supplementary Reading Materials; *Sustained Silent Reading; Urban Youth
IDENTIFIERS- Reading Motivation

A preliminary study investigated whether regular periods of sustained silent reading (SSR) would positively affect verified silent reading comprehension scores for eighth grade students. The hypothesis tested was that students allowed 15 minutes of recreational reading (reading self selected material for enjoyment) five times a week for three weeks would show improved silent reading comprehension scores as tested by the Burns/Roe Informal Reading Inventory. Subjects, 18 randomly selected black eighth-graders from a Newark, New Jersey inner-city school, were divided into a control and an experimental group. Both groups were given daily developmental reading instruction, after which the control group spent 15 minutes copying a mathematics assignment while the experimental group was allowed to choose recreational reading material. Results of the pretest and posttest indicated that some of the experimental group gained in reading comprehension and none regressed. Therefore the hypothesis was provisionally supported. Findings showed that both boys and girls appeared to be equally enthusiastic about the program and wished to continue the reading periods beyond the original three week limit. (Tables of data are included, and a review of related literature and references are appended.) (NKA)

ED 283 137 CS 008 853

Orndorff, Joseph
Using Computers and Original Texts to Teach Critical Reading and Thinking.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Meeting of the Conference on Critical Thinking (Newport News, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classical Literature; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Uses in Education; Course Content; *Critical Reading; *Critical Thinking; English Instruction; Higher Education; Humanities Instruction; Literary Genres; Reading Research; *Reading Skills; Study Skills; Teaching Methods
IDENTIFIERS- Duquesne University PA

While ability to read and think critically is the very basis of post-secondary education, increasing numbers of college students lack these skills. A sequence of two courses in critical reading and thinking are currently offered in the Concentrated Studies program at Duquesne University in Pennsylvania. In these courses, students who are inadequate readers study original texts (such as the writings of Aeschylus, Melville, and Tolstoy), and make use of innovative computer aids that provide coaching and drill-and-practice support. The computer programs--ABSTRACT, which teaches how to analyze a work for literary genre and structure, and INTERLOCUTOR, which allows teachers to create tutorials for machine-readable text--are original, and are written for IBM personal computers. The courses link texts to critical skills, for example, applying grammatical structure to Aristotle, or propositional logic to Machiavelli. The success of the approach has been demonstrated by retention, student achievement, and increase in the ability of Duquesne students to read and think critically. (SKC)

ED 283 353 EC 192 783

Smith, Ann N.; Burgess, Heidi
School Nurse Achievement Program II: Curriculum Adaptation for Expanded and Accelerated Dissemination. Final Report.
Colorado Univ., Denver.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 29 Aug 86
NOTE- 135p.; Developed at the Health Sciences Center.
GRANT- G008302509
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Delivery Systems; *Disabilities; Elementary Secondary Education; *Inservice Education; *Instructional Effectiveness; *Instructional Material Evaluation; *School Nurses; Videotape Recordings
IDENTIFIERS- *School Nurse Achievement Program

The final report of a 3-year project to improve the delivery of inservice training for school nurses through the development of computer assisted instructional programs and videotapes concerning handicapped children is presented. The School Nurse Achievement Program (SNAP) is an on-going national inservice training course. The evaluation project described in this study attempted to: (1) measure the changes in nurses' attitudes, knowledge, skills, and tasks over time as a result of taking the SNAP course; (2) measure the accuracy, clarity, and sufficiency of the computer tutorials and the videotape; (3) compare the effectiveness of the computer and non-computer versions of the course; and (4) evaluate the usefulness of the advisory council. Materials evaluation involved 631 participants in 13 states. Overall course evaluation indicated that SNAP produced an improvement in nurses' knowledge and skills concerning handicapped children. Nurses using the computer tutorials learned significantly more than participants in the non-computer classes and rated the computer component as useful. A secondary result of the program was a significant decrease in computer anxiety by nurses in the computer program. (DB)

ED 283 000 CE 047 437

Using Cooking, Baking, and Cutting Terms. Learning Activity Pack and Instructor's Guide 5.1a. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-314-BK-85; IE-315-BK-85
PUB DATE- Jan 85
NOTE- 53p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; *Food Service; Learning Activities; *Occupational Home Economics; Secondary Education; *Vocabulary
IDENTIFIERS- Florida; *Food Preparation; Recipes (Food)

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with some of the terms used in recipes. Illustrated information sheets and learning activities are provided on important cooking, baking, and cutting terms. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series, on related materials for special needs students, and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 014 CE 047 451

Yeast Breads. Learning Activity Pack and Instructor's Guide 5.15a. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-350-BK-86; IE-351-BK-86
PUB DATE- Jan 86
NOTE- 49p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- *Breads; Florida; *Food Preparation

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with yeast breads and their ingredients. Illustrated information sheets and learning activities are provided in these areas: yeast breads and their ingredients, and preparing yeast bread. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 028 CE 047 500

Branch, Alvia Y.; And Others
Summer Training and Education Program (STEP). Report on the 1985 Summer Experience.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Apr 86
NOTE- 174p.; For the 1986 report, see CE 047 499.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Basic Skills; Comparative Analysis; Demonstration Programs; *Disadvantaged Youth; *Economically Disadvantaged; Geographic Location; National Programs; Outcomes of Education; Pretests Posttests; Program Effectiveness; *Remedial Instruction; Secondary Education; *Summer Programs; *Youth Programs
IDENTIFIERS- Impact Studies; *Summer Training and Education Program

The summer of 1985 marked the first full-scale implementation of the Summer Training and Education Program (STEP) model. Federally funded, STEP provides 14- and 15-year-olds with a paid summer experience that combines work, remediation in reading and math, and life skills instruction with an emphasis on responsible social and sexual attitudes and behavior. Participants spend two consecutive summers in the program. The first cohort consisted of 1,592 youths (each receiving $3.35 per hour). They were randomly assigned to treatment and control groups at five demonstration sites--Boston, Fresno, San Diego, Seattle, and Portland, Oregon. In the posttest, the youths in the treatment group outscored their control group counterparts in both reading and math by approximately one quarter of a grade equivalent. The impact of participation varied as a function of sex, race, and site. Girls in the treatment group showed greater reading gains over their counterparts in the control group than did the boys. Sex was not as great a factor in the math scores, however. Hispanic youths showed the greatest gains, with Asians and Blacks deriving solid benefits as well. The impact of participation varied among the sites, with the most impact occurring in Boston and the least occurring in Portland. The program also appeared to result in changes in self-reported sexual behavior of boys, an effect unusual among pregnancy prevention programs. (Appendixes include technical data tables and discussions of the test floor effect, attrition, and control group losses.) (MN)

ED 283 082 CG 019 971

Alawiye, Osman; Alawiye, Catherine Zeimet
Self-Concept and Achievement: Theory and Practice.
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Educational Theories; *Individual Development; *Self Concept; *Self Esteem; Theories; *Theory Practice Relationship

Although the development of self-concept among children has been of great interest, understanding self-concept has remained elusive and confusing. There are two main theories of self-concept development. The first theory is the notion of "developmental self." Proponents include psychologists and psychiatrists. Self-concept develops in a manner similar to, and heavily influenced by, the individual's biological growth. The role of the environment is to help unfold the individual's self-concept. Interaction between the individual and the environment results in exhibition of the characteristics of the self. The second theory is the "social self" theory. Proponents include behaviorists and phenomenologists. Behaviorists view the development of self-concept as the interactional product of the individual and the environment. Phenomenologists view self-concept as a development that occurs through one's perceptions of how others respond to him/her. Teachers and schools have recognized the relationship between self-worth and academic performance; a student who feels good about himself is usually a high achiever. Applying self-concept theory in schools has been complicated. Two aspects of self-concept theory that pose problems for schools are: (1) the conceptualization of self-concept as a global construct (in contrast to a set of different and independent self-perceptions); and (2) the belief among educators that positiveness of self-concept enhances academic achievement--for on this issue, studies have provided conflicting and misleading results. Research studies done to investigate these phenomena have indicated that the area-specific construct may be most useful in the school setting. (A five-page bibliography is included.) (ABL)

ED 283 096 CG 019 985

Morris, Edward K.; And Others

Women's Participation in Behavioral and APA Journals.

PUB DATE- May 87
NOTE- 27p.; Paper presented at the Annual Association for Behavior Analysis Convention (13th, Nashville, TN, May 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); Authors; *Behaviorism; Editors; Faculty Publishing; *Females; Professional Personnel; *Psychology; *Scholarly Journals; *Sex Differences; Trend Analysis; *Writing for Publication

Concern about the professional socialization of women in academic positions has increased markedly in recent years. This study examined women's participation in behavioral journals and journals published by the American Psychological Association (APA) in terms of journal authorship and the composition of journal editorial boards. Behavioral journals coded for study were "The Behavior Analyst," "Journal for the Experimental Analysis of Behavior," "Journal of Applied Behavior Analysis," and "Behaviorism." APA journals coded were "American Psychologist," "Journal of Experimental Psychology," "Journal of Abnormal Psychology," and "Psychological Review." The results for behavioral journals suggest that women are contributing more often to applied behavior analysis than to basic research or formal conceptual analysis. The overall findings revealed that women's participation in behavioral and APA journals, as authors, editors, and editorial board members, has been considerably below that of men. These differences, however, appear to be lessening. Comparison of behavioral and APA journals revealed no great or systematic differential in authorship or editorial board membership. Future research should examine women's participation in journals in relation to the base-rate of women academic professionals overall. (NB)

ED 283 151 CS 210 484

Coleman, Eve B.
An Ethnographic Description of the Development of Basic Writers' Revision Skills.
PUB DATE- 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Higher Education; Peer Evaluation; *Revision (Written Composition); Teacher Education; Teacher Student Relationship; Teaching Methods; *Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- *Basic Writing; Teacher Student Conferences

A study was conducted to identify patterns in the development of college basic writers' revision skills which could have implications for curriculum development and teacher training. The questions addressed were: (1) What instructional and/or other experiences aimed at improving revision skills do basic writers perceive as promoting meaning-making changes from draft to draft? and (2) Were the students' perceptions of what prompted those changes substantiated by evidence of changes? Five college level basic writing students kept learning logs and produced five assigned papers in stages: prewriting, drafting, incorporating feedback from the teacher and other students, revising, and final editing. Response groups provided peer input in the early draft stages. Subjects were interviewed at intervals throughout the semester about their learning logs, attitudes, and what prompted changes in their papers from draft to draft. Researchers analyzed transcripts of response group sessions by comparing them to written drafts and determined that the students were developing revision awareness that was not yet influencing their writing. Several patterns of growth in writing skill and revision ability gradually emerged, and these patterns suggested an increase in the subjects' writing confidence and their ability to monitor their own writing. Subjects also identified peer response groups and student/teacher conferences as the most helpful classroom activities. (Transcripts of peer response sessions and 24 references are included.) (AEW)

ED 283 165 CS 210 568

Becker, Lee B.; Fredin, Eric S.
The Mass Media, Knowledge and Evaluation of Community.
PUB DATE- Aug 87
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Attitudes; *Community Influence; Community Surveys; *Evaluation Criteria; *Mass Media Effects; Media Research; Models; *Public Opinion; Social Environment
IDENTIFIERS- *Commonality; Media Role; *Media Use

An earlier phase of a research project proposed a theoretical model linking the key concepts of community commitment, media use, knowledge about community, community evaluation, and community pride as well as a series of social locator variables. The present phase of the study concerned itself with the central part of the model, ignoring the community commitment and community pride variables, guided by the expectation that media use is related to community knowledge, and subsequently, to community evaluation. A telephone survey of 589 household heads in Columbus, Ohio, measured frequency of media use, attention to media content, and attitudes about the community. Results suggest that the data are supportive of major relationships predicted. Persons knowledgeable about their community are likely to evaluate it highly, and that knowledge is, in certain instances, media dependent. Locator variables such as respondents' level of education continue to have impact on knowledge even after media use is controlled, however, indicating that media use is not the sole method by which these variables have their impact on knowledge. There is little consistent evidence that media variables behave differently within different social strata. There is evidence, however, that, at least in the case of local television news, attention to that news is a more important variable than mere use of it. The study of media and media effects with regard to community is one way of investigating basic components and relationships that make up modern society. (Appendixes include analyses measures, four data tables, a figure of the theoretical model, and a list of references.) (NKA)

ED 283 179 CS 210 605

Zang, Barbara
Society Girl, Sob Sister, Journalism Educator: Mary Paxton Keeley, the First Woman Graduate of the School of Journalism at the University of Missouri.
PUB DATE- Aug 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Biographies; Feminism; Journalism; *Journalism Education; *Newspapers; *Womens Education; *Womens Studies
IDENTIFIERS- *Keeley (Mary Paxton); News Reporters

Based on an examination of well-kept primary source material, this paper presents a personal and professional history of Mary Paxton Keeley, the first woman graduate of one of the first journalism schools in the United States, the School of Journalism at the University of Missouri. Starting with her early years, the paper explains that Keeley was a native of Independence, Missouri, who received her bachelor's degree in 1910, two years after the founding of the school. It shows that by her own account, Keeley was the first woman reporter in Kansas City, Missouri, taking a job at the "Post" a week after graduation, and that nearly two decades and a master's degree later, she began the journalism department at Christian, now Columbia, College in Columbia, Missouri, and taught there for a quarter century, dying on December 6, 1986, at age 100. The paper, which examines her life in the context of the changing role of American women at the beginning of this century, with a particular look at women journalists and journalism educators, illustrates the education and career choices available to women at the time. Her pioneer spirit and her full, active life are also emphasized--it is noted that even after retirement she worked in journalism, as an editor, free lance writer, and book reviewer, and that in fact, she became a photojournalist in her seventies. (SKC)

ED 283 206 CS 210 652

Wilson, Edward, Ed.
The Special Student.
Texas Joint Council of Teachers of English, Houston.
PUB DATE- 87

NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; Bibliotherapy; *Bilingual Students; Classroom Environment; Disabilities; Elementary Secondary Education; *English Instruction; *Foreign Students; *Gifted Disabled; Language Handicaps; *Mainstreaming; Neurological Impairments; Speech Handicaps; Student Needs; Teacher Role; Teacher Student Relationship; Teaching Methods; Writing Processes

The challenges and rewards of dealing with the many types of students that can be found in today's English classrooms--gifted, handicapped, learning disabled, second language learners--are addressed in this focused journal issue. The titles of the articles and their authors are as follows: (1) "Help Me Help You" (L. Quitman Troika); (2) "Students with Learning Difficulties in the English Classroom" (J. M. Kanning); (3) "What's Dyslexia? Texas Teachers' Dilemma" (E. B. Osburn, S. G. Cohen, and P. Swicegood); (4) "Encouraging Process over Product: Writing with Second Language Learners" (N. L. Hadaway and V. F. Tishe); (5) "How to Work with Language-Different Children in a Regular Classroom" (A. H. Cashman); (6) "France and America Meet at the Lectern: An Experiment in Team Teaching" (R. A. Mottram and M. Schock); (7) "The Handicapable Kid: A Catalyst for Growth" (H. Skrovan); (8) "Closed Faces" (J. Carlile); (9) "The Final Conference" (L. D. Evans); (10) "'Gifted' Low Achievers" (L. B. Johnson); (11) "'I'm Pretty Good At...'" (P. James); (12) "Meeting the Affective Needs of the Gifted through the Use of Literature" (B. Seney); and (13) "Compassion, Privacy, and the Act of Writing" (C. L. Record). (SKC)

ED 283 219 CS 210 675

Perloff, Richard M.
Partisans and the Press: Perceptions of Third Persons and Third Person Effects of News Coverage of the Middle East.
PUB DATE- Aug 87
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; Identification (Psychology); Mass Media; *Mass Media Effects; Media Research; *News Media; News Reporting; Political Attitudes; *Public Opinion; *Self Concept
IDENTIFIERS- *Audience Response; *Media Bias; Middle East

Two experiments investigated the role of ego-involvement in perceived media effects. Subjects, 34 pro-Israeli, 34 pro-Palestinian, and 34 neutral college students, viewed a specially constructed videotape of footage of the 1982 war between Israel and the Palestine Liberation Organization (PLO) that portrayed both sides equally as aggressors and victims. Participants, who were not told the real purpose of the study, were then asked questions designed to elicit their personal opinions of the tape. In the second experiment, 24 communications students viewed the videotape on the Middle East war, while 24 others assigned to a control group watched an excerpt from a PBS program on political advertising. The groups were then surveyed about attitudes toward Arabs and Jews. Results of the first study indicated that ego-involvement exerts strong and pervasive effects on perceived media effects. Ego-involved partisans believed that neutral persons would see their side as the aggressor and their antagonists as the victim, and that viewers would feel more positive toward the out-group's ethnic identity. Partisans even believed that viewers would recall facts casting their side as the aggressor and their antagonists as the victim. In contrast to these perceptions, the second experiment demonstrated that news coverage did not change attitudes toward Israel or the PLO, and that viewers primarily remembered random incidents of violence and inhumanity--incidents that they did not associate with either Israel or the PLO. (Tables of data and references are appended.) (NKA)

ED 283 258 EA 019 478

Griffiths, Daniel E.
Administrative Theory in Transition.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0341-8
PUB DATE- 85
NOTE- 143p.; Prepared as course material for "Theory and Practice in Educational Administration" (Course ESA-841).

AVAILABLE FROM- Publication Sales, Deakin University Press, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Change; *Administrative Organization; Administrator Characteristics; *Educational Administration; Educational Researchers; *Educational Theories; Foreign Countries; *Organizational Theories; Qualitative Research; Research Utilization; Social Science Research; *Theory Practice Relationship
IDENTIFIERS- Greenfield (Thomas); *Theory Development

This monograph analyzes transition in educational administrative theory. A brief introductory section describes the theoretical movement, the substance and repercussions of Thomas Greenfield's critique of educational administrative theory in 1974, and emerging qualitative approaches. Seven readings, all written by the volume's author, view administrative theory from a variety of past, present, future, ideological, and behavioral perspectives. The readings are: (1) "Theory in Educational Administration: 1966"; (2) "Another Look at Research on the Behavior of Administrators"; (3) "Theories: Past, Present, and Future"; (4) "Evolution in Research and Theory: A Study of Prominent Researchers"; (5) "Can There Be a Science of Organisations?"; (6) "The Individual in Organization: A Theoretical Perspective"; and (7) "Intellectual Turmoil in Educational Administration." A list of references concludes each reading; an annotated bibliography is appended. (CJH)

ED 283 339 EC 192 768

Project PLANTWORK: A Hirticulture Employment Initiative for Workers with Developmental Disabilities.

National Council for Therapy and Rehabilitation through Horticulture, Inc., Gaithersburg, MD.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.

PUB DATE- 86

NOTE- 93p.

GRANT- DHHS-90DD0057/01

AVAILABLE FROM- National Council for Therapy and Rehabilitation through Horticulture, 9220 Wightman Rd., Suite 300, Gaithersburg, MD 20879 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Demonstration Programs; *Developmental Disabilities; Employment Opportunities; Employment Problems; *Horticulture; *Job Development; *Job Placement; *Job Training; Vocational Rehabilitation; Wages

IDENTIFIERS- *Project PLANTWORK; Projects with Industry

Intended for persons establishing job development programs for developmentally disabled individuals, this training manual details the structure and procedures of Project PLANTWORK, a 21-month demonstration program which placed approximately 70 workers with developmental disabilities into employment in horticulture industry firms or into horticulture-related jobs. It is noted that much of the project's success resulted from reducing the perceived risks of employers that these workers will increase overall labor costs. Among the proven approaches detailed in the manual are: adoption of the Projects With Industry (PWI) partnership between the business community and the rehabilitation community; utilization of wage subsidies and supplements for on-the-job training; provision of a personnel assistance program of screening and placement services; and networking with human service referral agencies. Sections discuss: general employment problems of workers with disabilities; the need to place workers with disabilities into employment; the conceptual framework of the PWI marketing, and Horticulture Hiring the Disabled (HHD) models; the horticultural industry; the job development process; Project PLANTWORK (including project population, new approaches, and goals); placement documentation; wage subsidies as a marketing tool; and project findings and developments. Appendices present an organizational chart and list of area offices, an annotated bibliography, and project placement forms. (CB)

ED 282 987 CE 047 406

Starbird, Irving R.; And Others
The U.S. Cotton Industry.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AER-567
PUB DATE- Jun 87
NOTE- 192p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (AER-567).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Agricultural Production; *Agriculture; *Federal Programs; *Field Crops; International Trade; Marketing
IDENTIFIERS- *Agricultural Economics; *Cotton Production

This report identifies and describes the structure and performance of the cotton industry, emphasizing the production and marketing of raw cotton. The underlying economic and political forces causing change in the various segments of the industry are also explored. The report provides a single source of economic and statistical information on cotton. A brief history of cotton is followed by a section on cotton supply, which includes trends in acreage and production, location and characteristics of farms growing cotton, production practices and regional costs, and farm sector costs and returns. Three sections on demand for raw cotton, cotton pricing systems, and textile and apparel manufacturing explain the market forces affecting demand for cotton. A section on the cotton marketing system looks at marketing flows, marketing services and costs, and quality evaluation and the use of quality information in marketing. World production, consumption, and trade are also discussed. The final section is an historical overview of federal farm programs affecting cotton supply. Lists of 39 references and additional readings are appended as well as 11 tables in addition to the 55 tables in the body of the report. A glossary of terms is provided. (YLB)

ED 283 041 CE 047 516

Clark, Donald M.
Cooperative Planning and Arrangements in the Operation of Adult Basic Education Programs. A Handbook.
National Association for Industry - Education Cooperation, Buffalo, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany. Div. of Continuing Education.
PUB DATE- Jul 81
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Community Cooperation; Community Education; Community Planning; Community Resources; Cooperative Planning; *Cooperative Programs; *Program Development; Program Evaluation; *Program Improvement; School Business Relationship; *School Community Programs; *School Community Relationship

This handbook was designed to assist adult basic education (ABE) program operators in developing and implementing programs responsive to local needs and resources. The handbook was prepared based on information gathered during a search of related literature, contributions of ABE practitioners, input from the project advisory committee, and the ideas of industry-education coordinators considered most appropriate for operators of ABE programs, primarily those in urban centers. The handbook is organized around four major topics: (1) overview of community resources used in ABE programs; (2) cooperative planning--a systems approach; (3) implementing cooperative arrangements; and (4) program evaluation. Each of these topics is described in detail to provide the reader with an understanding of the procedures involved in establishing or improving ABE cooperative planning and arrangements. (KC)

ED 283 232 EA 019 383

Splaine, Pam; And Others
Statistical Profiles, 1986-87.
Montgomery County Public Schools, Rockville, Md. Dept. of Educationa
Accountability.
PUB DATE- Dec 86
NOTE- 296p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; County School Districts; Educational Trends; Elementary Secondary Education; Enrollment; Enrollment Trends; *Institutional Characteristics; Nontraditional Education; Personnel Data; *Profiles; Public Schools; School Closing; *School Demography; *School Statistics; Tables (Data); Teacher Characteristics; Trend Analysis
IDENTIFIERS- *Montgomery County Public Schools MD

The report presents general information and statistical data about schools, their staffs and students, as well as administrative staff data concerning Montgomery County Public Schools, Maryland (MCPS). The data are generated from existing computer files to provide in one document much of the data commonly requested of schools; to ensure standard definitions, formats, and statistical procedures to generate the data uniformly across all schools and administrative units; and to provide a reference for those who need accurate consolidated data to conduct planning and decision-making activities. This year, for the first time, some of the data are presented in graph rather than tabular formats. The ninth annual report is organized as follows: (1) introduction, (2) definition of terms and data elements, (3) tables of enrollments and variable distributions, (4) county summary profiles, (5) school and alternative center profiles, (6) office and department profiles, and (7) specialized statistical reports about MCPS. (MLF)

Greenfield, William
Instructional Leadership: Concepts, Issues, and Controversies.
REPORT NO.- ISBN-0-205-10297-2
PUB DATE- 87
NOTE- 343p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H02975, $27.95; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Culture; *Educational Improvement; Elementary Secondary Education; *Instructional Leadership; Principals; Professional Development; *School Administration; School Districts; Teacher Attitudes; Teacher Evaluation; Teacher Supervision
IDENTIFIERS- School Culture

This book offers the critical perspectives of 20 educators on some of the issues associated with facilitating instructional leadership, emphasizing the complex interplay between the character of schools as work settings, the orientations of principals and teachers toward their work, and the challenges of leading and improving schools at the end of the 20th century. The book is divided into four parts, each with several independently authored chapters. Part 1, "Images of Leadership in Effective Schools," examines alternative images of school leadership and administration and comments on the antecedents and consequences of instructional leadership and school improvement efforts. The chapters are by Martin Burlingame, C. M. Achilles, Arthur Blumberg, and William Greenfield. Part 2, "Leading and Managing Schools," examines factors shaping instructional leadership from the district perspective and offers two examples of leadership at the school level. Ginny V. Lee, Robert K. Wimpelberg, Judith Warren Little, Tom Bird, and Kent D. Peterson wrote the chapters. Part 3, "School Cultures and Contexts," fleshes out the interplay between elements of school culture, context, and instructional leadership and provides illustrations of these phenomena at the school level. Writing these chapters were David C. Dwyer, Louis M. Smith, Philip Hallinger, Joseph Murphy, Douglas E. Mitchell, and Terrence E. Deal. Part 4, "Professional Development Practices and Policies," discusses the implications of the issues raised earlier as they relate to the supervision and evaluation of teachers and the professional development of teachers and administrators. These chapters are by Roland S. Barth, Bruce G. Barnett, Diana G. Pounder, Chad D. Ellett, and John C. Daresh. References are provided for each chapter. A foreword by Thomas Sergiovanni and an epilogue by Carl Glickman are also included. (PGD)

ED 283 310 EC 192 739

Watts, Janine A.; Collins, Eleanor M.
Increasing Understanding of the Impact of Handicapping Conditions on Families. A Final Report Submitted to the Project Interact Advisory Council.
PUB DATE- 20 Mar 85
NOTE- 9p.; For related documents, see EC 192 737-738.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; Computer Software; *Disabilities; Family Financial Resources; *Family Problems; Films; Filmstrips; Higher Education; Resource Allocation; Siblings; *Student Attitudes
IDENTIFIERS- *Project Interact

The final report describes Project Interact, whose purpose was to assess potential means of increasing understanding among university students of the possible impact of handicapping conditions on relationships and economic management within families. The project carried out the following activities: (1) analyzed and disseminated findings of the research team's 1983-84 study of student attitudes toward the impact of differing abilities and handicaps on family relationships; (2) reviewed and evaluated available audio-visual materials and computer software relevant to the purpose of the project to determine suitability for use in higher education settings; and (3) developed an annotated bibliography of audiovisual materials. The rating scale used to rate materials is included, as is a listing of the mean ratings of the 13 films or filmstrips reviewed providing a total of 313 ratings. The lack of materials concerned with the handicapped in family relationships, especially sibling and spousal relationships and the lack of materials considering the economic impact of handicap on families are noted. (DB)

ED 283 325 EC 192 754

Wilde, Warren D.; Sillito, Melvin T.
Educating the Gifted: Evaluation Components.
Alberta Dept. of Education, Edmonton.

PUB DATE- Oct 86
NOTE- 133p.; For related documents, see EC 192 753-756.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Expectation; Foreign Countries; Formative Evaluation; *Gifted; *Program Evaluation; School Districts; *Student Development; *Student Evaluation; Teacher Attitudes
IDENTIFIERS- *Alberta

A product of a project initiated to develop and evaluate effective programs for gifted children in three school systems in Alberta, Canada, this guidebook is designed for use in evaluating both gifted programs and student growth. The first chapter presents a brief overview of the joint project. Chapter two addresses the problems caused by the indefinite and varying expectations accorded gifted programs and how such expectations affect program evaluation. The third chapter presents an evaluation strategy that addresses the following: developing evaluation questions identifying appropriate data sources; developing appropriate data gathering procedures; organizing data; answering evaluation questions; and reporting answers. The fourth chapter considers the evaluation of student achievement in gifted programs (including peer- and self-evaluation) and suggests some principles and criteria to help teachers perform this essential task. Chapter five discusses implications for school system evaluation services and other support systems. Appendices include: a literature survey and a 20-citation bibliography; an individualized education programing guide used by one of the three school systems; references; and a sample evaluation planning worksheet. (CB)

ED 283 055 CG 019 943

Gee, Mimi S.; And Others

Longitudinal Correlates of Hard Drug Use.

PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987). For related documents, see CG 019 941-942.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Patterns; Drinking; *Drug Use; Junior High Schools; Junior High School Students; Lysergic Acid Diethylamide; *Predictor Variables; *Psychological Characteristics; Sedatives; Smoking; *Social Influences; Stimulants
IDENTIFIERS- Cocaine; Heroin; *Substance Abuse

Interventions designed to prevent drug abuse have typically focused on the gateway drugs of tobacco, alcohol, and marijuana, on the assumption that such prevention would indirectly prevent use of harder substances. Little data has been available, however, for examining the onset of harder substance use in a normal adolescent population. This study, based on two waves of data collected as part of Project SMART (Self Management and Resistance Training), examined the prospective prediction of harder drug use. Questionnaires on hard drug use were completed by ninth graders (N=1,450) in the 1985 school year who had completed soft drug use and psychosocial questionnaires one year earlier. The results identified top predictors of use of each hard drug examined (cocaine, heroin, lysergic acid diethylamide, stimulants, sedatives) as being: (1) use of marijuana; (2) intention to use soft drugs (cigarettes, alcohol, marijuana) if offered; (3) use of cigarettes; and (4) use of alcohol. These findings support the model that soft drug use precedes hard drug use. Risk-taking/rebelliousness showed a strong correlation across all the hard drugs. Overall prior soft drug use, friends' use, and availability of soft drugs were highly correlated with hard drug use. Intent to use soft drugs if offered, belief in the positive consequences of soft drug use, and risk-taking/rebelliousness were psychosocial variables that related to all hard drugs studied. (NB)

ED 283 069 CG 019 958

Drug Dependence and Alcohol-Related Problems: A Manual for Community Health Workers with Guidelines for Trainers.

World Health Organization, Geneva (Switzerland).

REPORT NO.- ISBN-92-4-154-212-8
PUB DATE- 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcohol Education; Alcoholic Beverages; Alcoholism; *Community Health Services; Drinking; Drug Abuse; *Drug Education; *Health Personnel; *Instructional Materials; *Resource Materials
IDENTIFIERS- Alcohol Abuse

This document contains a two-part manual intended to help the community health worker in dealing with drug and alcohol problems within a framework of general health and social care. It was designed to help the community health worker: (1) acquire knowledge and skill in working with families, the community, and individuals; (2) recognize cases of drug or alcohol misuse early in their course; (3) assist in the recovery of individuals with alcohol- or drug-related problems; and (4) help in reducing or preventing alcohol or drug misuse. Part I examines drugs which are misused, how they are taken, what problems they may cause, and what constitutes drug dependence. Separate sections are devoted to assessment of the community, assessment of the individual and the family, helping the individual and the family, and mobilizing the community to combat drug dependence. Part II provides guidelines for trainers of community health workers. It contains sections on developing a curriculum, fostering appropriate attitudes, special skills and how they can be learned, and the role of the community health worker in reducing drug and alcohol misuse. The manual may be used either as part of a training course or as a reference source for health workers themselves. (NB)

Rowe, Deborah Wells
Literacy Learning as an Intertextual Process.

PUB DATE- Dec 86
NOTE- 28p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986). Figures 1 and 2 contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Class Activities; Classroom Environment; Cognitive Development; Ethnography; Learning Activities; *Learning Processes; *Peer Relationship; *Prereading Experience; Preschool Education; Reading Research; Schemata (Cognition); Self Directed Groups
IDENTIFIERS- *Communication Behavior; Communication Patterns; *Emergent Literacy; Text Factors

Focusing on the role of intertextuality as young children learn to communicate through writing, art, and music during the course of usual classroom activities, an ethnographic study investigated: (1) how children's understanding and use of written language, music, and graphic/constructive art are embedded in the social worlds of their classroom; and (2) what socio-psychological strategies young children use to explore the potentials of these forms of communication. Subjects, 21 three- and four-year-olds in a daycare program at Indiana University, were observed over eight months as they participated in two self-selected activity periods during which they were allowed to direct their own literacy learning. Teachers provided literacy demonstrations by composing their own written, artistic, or musical texts. Observations during this period indicated two general types of intertextual connections that were important in the literacy learning setting. The first type occurred when children linked their existing knowledge about literacy to the demonstrations provided by other authors. The process of mutual intertextualizing which occurred through conversation and demonstration seemed to lead to the formation of shared meanings about literacy and allowed members of the same authoring community to use literacy to communicate with others. The second type of intertextual connection reflected the mediated nature of literacy learning. Children seemed to interpret their experiences by flexibly linking their current observations to aspects of their past experiences by creating context-specific hypotheses about literacy. Several features of the classroom served to support this kind of learning. (Seventeen references are included.) (JD)

ED 283 138   CS 008 858

Hayden, Ruth
Mediating Story Book Experiences.
PUB DATE- May 87
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Experience; Language Acquisition; *Learning Readiness; *Parent Child Relationship; Prereading Experience; Preschool Education; *Reading Aloud to Others; Reading Research; Story Reading
IDENTIFIERS- *Contextualization; *Print Awareness

For the purpose of examining the relationship between preschool children's level of literacy development and the contextualization of story content to the children's world knowledge, a study was conducted investigating how parents of high and low print aware children contextualize stories for them in terms of their prior knowledge. The study involved 27 children, ranging in age from 4 years 7 months to 5 years 9 months, and 40 parents. Thirteen children were identified as High Print Aware and 14 as Low Print Aware. A familiar or favorite story and an unfamiliar story were read by each participating adult to his or her child. Tape recordings of the readings were transcribed and analyzed descriptively to determine instances of contextualization. Results indicated that High Print Aware children and their parents contextualized textual information within their own background experiences more frequently than did parents of Low Print Aware children and the Low Print Aware children themselves. With familiar texts, parents of High Print Aware children contextualized information an average of four times per story; with unfamiliar stories, the average dropped to two times per story. Parents of Low Print Aware children contextualized information on an average of once per story, regardless of familiarity. The findings suggest that with High Print Aware children, contextualization may serve a social function rather than work as a means of establishing meaning. However, they appear to have an advantage over their Low Print Aware counterparts, as the latter have less opportunity to broaden their knowledge by linking story information to their own understanding of the world. (Author/JC)

ED 283 193 CS 210 627

McEachern, William Ross
Group Compositions: A Model for Report Writing.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986). Students' writing samples in figures 1 and 2 may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperation; Intermediate Grades; Prewriting; Research Papers (Students); *Revision (Written Composition); *Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- Collaborative Learning; *Collaborative Writing

Elementary school students are unfamiliar with the process of writing a report on an assigned topic. One strategy for rectifying this is to have students compose reports in groups. Group compositions are a collaborative effort to prepare a piece of writing whereby students in either large or small groups work through the writing process together and produce a single product. The teacher might choose the topic and direct the prewriting stage in order to help students through the first draft. While the instructor takes notes on the blackboard, students discuss the topic. Students then dictate sentences to the teacher, who copies exactly what has been dictated on a piece of chart paper so that the students can see the structure of their report taking shape. This first draft is open to change and improvement. Revision is especially difficult for students, and the group situation helps them through the process, since the burden of making improvements is not an individual one. The teacher may have to provide direct guidance at this stage. It is best if students concentrate on only one or two areas of concern at a time to avoid confusion. Proofreading is the final stage of the process. The real gauge of the success of group report writing is the first individual writing assignment during which the teacher may observe students employing revision, and note improved quality in their compositions. (Students' writing samples are included.) (AEW)

ED 283 246 EA 019 464

Pine, Patricia
Raising Standards in Schools: Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-099-9
PUB DATE- 85
NOTE- 88p.; Produced by Education News Service.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Achievemen Gains; College Bound Students; Core Curriculum; Educational Change *Educational Improvement; Elementary Secondary Education; Graduation Requirements; High Risk Students; National Surveys; Public Schools; Time on Task
IDENTIFIERS- *Excellence in Education

In a survey of 1,500 administrators, most of the 400 respondents agreed by an 8 to 1 margin that reforms to raise academic standards in public schools are necessary. In high schools, a decline in reading, vocabulary, and math skills is due basically to a decreased academic emphasis. Solutions include more required courses, more opportunities for writing and laboratory activities, homework in all classes, and a rigid core curriculum. Second, the absence of rigorous graduation requirements in high schools seems to account for an increase in remedial college enrollments. Achievement tests, advanced placement courses, and counseling are strategies to make college-bound students aim higher. Third, students become negligent when their teachers demand little. Districts are attempting to raise expectations through methods such as grading, homework, and attendance policies. Other academic reforms involve productive use of time, participation of key working groups in the standard-raising process, and continued attention to disadvantaged students. Recently, districts have been concentrating on elementary school standards by involving parents, providing attention to "high risk" students, monitoring students, and using tests for diagnosis. Appendices contain: (1) the results of a polling of 1,200 adults concerning standard-setting measures; and (2) minimum state graduation requirements. (RG)

ED 283 272 EA 019 494

Ferguson, Laura
Parent Information Strategies: Helping Parents Find Out about Schools of Choice. Parent Choice and the Public Schools: Volume 3 .
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 87
NOTE- 49p.; For related documents, see EA 019 492-495.
AVAILABLE FROM- Publication Sales, Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Decision Making; Elementary Secondary Education; *Institutional Characteristics; Parent School Relationship; *Profiles; *Public Schools; *School Choice; *School Demography; School Districts; Urban Schools

This volume of profiles, third in a series of guides on parent choice and schooling, provides short descriptions about the range of exemplary parent information strategies from 21 school districts in 11 states across the nation. The profiles were chosen to be representative of efforts public school districts make to inform parents about available choices. The profiles suggest that, to be successful, parent information strategies must reach out to parents on a one-to-one basis wherever school districts find them. The profiles, slightly more that one page in length, describe the school district's setting, total number of schools, schools of choice, total enrollment, and student ethnic/racial breakdown. The district's outreach is described in terms of background and current status, publicity methods, challenges, and advice. Profiles of unified school districts are the following: Washington, D.C.; Indianapolis, Indiana; Chicago, Illinois; New Orleans, Louisiana; Acton, Massachusetts; Boston, Massachusetts; Cambridge, Massachusetts; Holyoke, Massachusetts; Lowell, Massachusetts; Springfield, Massachusetts; Worcester, Massachusetts; Kansas City, Missouri; Montclair, New Jersey; Buffalo, New York; New York City; Cleveland, Ohio; Columbus, Ohio; Philadelphia, Pennsylvania; Pittsburgh, Pennsylvania; Dallas, Texas; and Milwaukee, Wisconsin. (CJH)

Salaries Paid Professional Personnel in Public Schools, 1986-87. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 87
NOTE- 131p.; For parts 1 and 3, see EA 019 522 and EA 019 524. For the related 1985-86 report, see ED 267 507.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 219-21734; $34.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Elementary Secondary Education; Enrollment; Expenditure per Student; Geographic Regions; National Surveys; *Professional Personnel; *Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; *Superintendents; Tables (Data)

This study represents the second volume of a three-part report which presents the annual salaries actually paid to 22 categories of professional personnel for 1986-87 by 1,031 surveyed school systems. A system-by-system listing relates data such as enrollment; per pupil expenditure; the contract salaries paid to superintendents; the highest, lowest, and average salaries paid to administrators and to professional personnel assigned to certain school buildings; and the number of people employed in each position. Further, 27 summary tables provide information concerning the salary distribution, ranges, medians, and means of the highest, lowest, and average salaries for selected positions; a comparison of 1986-87 data with survey results from 1985-86; a comparison of paid salaries for various professional personnel with salaries of teachers; the average daily pay rates for selected positions; and the number of school districts employing personnel in each position category and the total number of people reported. The summary data are shown according to the per pupil expenditure, the geographic location, and the enrollment size of the school system. (RG)

ED 283 001 CE 047 438

Reading and Converting Recipes/Weighing and Measuring. Learning Activity Pack and Instructor's Guide 5.1b. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. o Vocational, Adult, and Community Education.

REPORT NO.- IE-316-BK-85; IE-317-BK-85

PUB DATE- Jan 85

NOTE- 66p.; For other documents in this series, see CE 047 434-456.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires,

Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Equipment Utilization; *Food Service; Learning Activities; *Measurement Equipment; Measurement Techniques; *Occupational Home Economics; Secondary Education; *Vocabulary; Weight (Mass)

IDENTIFIERS- Florida; *Food Preparation; Kitchen Utensils; *Recipes (Food)

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with understanding and following the parts of a recipe, understanding and using common abbreviations used in recipes for weights and measures, and using the correct tools to weigh and measure foods properly. Illustrated information sheets and learning activities are provided on each of the following topics: recipes, techniques involved in weighing and measuring, weights and measures, and procedures for converting recipes. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge and skills objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and related materials and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 015 CE 047 452

Quick Breads. Learning Activity Pack and Instructor's Guide 5.15b. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

REPORT NO.- IE-352-BK-86; IE-353-BK-86

PUB DATE- Jan 86

NOTE- 63p.; For other documents in this series, see CE 047 434-456.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education

IDENTIFIERS- *Breads; Florida; *Food Preparation

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with the major types of quick breads, the equipment and ingredients used to prepare them, and the general procedures for mixing and baking them. Illustrated information sheets and learning activities are provided in these areas: introduction to quick breads, types of quick breads, equipment and ingredients, and preparing quick breads. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 029 CE 047 502

Getting It Done: The Youth Corps Exchange Project. Proceedings of the 1985 Workshops.

Public/Private Ventures, Philadelphia, PA.

PUB DATE- 85
NOTE- 121p.; For related documents, see CE 047 498 and CE 047 503-508.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; *Conservation Education; Employment Potential; Experiential Learning; Financial Support; Institutional Cooperation; Job Development; Literacy Education; Postsecondary Education; *Program Administration; *Program Development; Remedial Instruction; Staff Development; *Youth Employment; *Youth Programs
IDENTIFIERS- *Youth Conservation Corps

These proceedings contain summaries of presentations given at six workshops held in various locations in the United States and Canada from April through September 1985. The workshop topics represent areas of concern identified by youth corps staff responding to a needs assessment survey conducted in 1985. Topics are: (1) Work Project Development and Implementation; (2) Administrative Issues; (3) Youth Development; (4) Job Development; (5) Starting a Corps; and (6) Staff Development. Presentations were as follows: "Fees for Services" (Joanna Lennon); "Energy Conservation Work" (David Boyd); "Social Service Work" (Mary Bleiberg); "Emergency Work" (John Passerello); "Specialty Crews" (Jerry Kolker, Harvey Morrison); "Fundraising" (Stan Hemphill); "Funding Sources" (Nancy Peterson); "Private Sector Funding" (Gene Binder); "Building Political Support" (Jack Dugan); "Working with Labor Unions" (Jerry Kolker); "Creating Publicity and Awareness" (Marian Decker); "Experiential Learning" (Tony Richards); "Competency-Based Programming" (Susan Curnan, Dick Hitt); "Workplace Literacy" (Lee Leeson, Frank Gaik); "Work Supervisors as Teachers" (Marla Young, Susan Curnan); "Remedial Education" (Karen Thaxton); "Life after the Corps" (Louise Chiatovich); "Job Development" (Mike Sack); "Pre-Employment Planning" (Louise Chiatovich); "Why a Corps: An Overview" (Jerry Kolker); "Training, Recruitment, and Selection" (Tony Richards); and "Improving Communication" (Judy Walsh). Summaries of the following discussions are also included: "Project Selection and Development"; "Operational Issues"; "Tracking and Reporting"; "Creating Visibility for Projects"; "Future Plans"; "Pro Bono Services"; "Expectations of Participants"; "Working with Educational Institutions"; "Mission and Goals"; "Work/Service"; "Youth Development"; "Administrative Structures and Staffing"; "Costs and Value of Corps Programs"; and "Planning and Implementing a Corps." A section entitled "Advice from Veterans" contains suggestions of experienced staff members to those starting a corps. (MN)

Herget, Hermann
The Transition of Young People into Employment after Completion of Apprenticeship in the "Dual System" (In-Plant Training and Part-Time School). Findings from a Research Project of the Federal Institute for Vocational Training. First Edition. CEDEFOP Document.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7214-5
PUB DATE- 87
NOTE- 29p.; Paper presented at a meeting of international experts in vocational education and training (Bonn, West Germany, March 7, 1986).
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Educational Attitudes; *Education Work Relationship; Employer Employee Relationship; *Employment Problems; Foreign Countries; Futures (of Society); Industrial Training; Job Training; Outcomes of Education; Part Time Employment; Postsecondary Education; Program Improvement; Student Attitudes; Underemployment; Unemployment; *Vocational Education; *Work Attitudes; *Youth Employment
IDENTIFIERS- *West Germany

A longitudinal study is being conducted to assess the occupational activities and aspirations of young people trained in West Germany's "dual system" of apprenticeship and part-time jobs. Baseline data were gathered from 21,000 students, and approximately 10,000 of them were contacted one and one-half years later. The sample population of the survey was young people in 37 selected occupations in the metal trades, electrical trades, and commerce fields, who completed their in-plant training successfully in 1984. Some of the results of the first-wave inquiry were as follows: (1) 62 percent of those who had completed training said that their training firm had offered them an employment contract, although this varied by training area, number of employees, and type of occupation; (2) six months after completing training, 69 percent were employed, 13 percent were in school or further training, 9 percent were in military service, and 9 percent were unemployed; (3) only about half of the training graduates said that their current job is appropriate to their learned occupation; (4) of those still employed six months after training, 25 percent were no longer with their training establishment, and of those, 47 percent assessed their skills as not being appropriate to their learned occupations; and (5) both employers and trainees preferred part-time employment and part-time school arrangements if employers could not give full employment to all program graduates. (KC)

ED 283 083 CG 019 972

Soraci, Sal A., Jr.; And Others
Differential Attentional Functioning in Learned-Helpless and Mastery-Oriented Children.
George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
GRANT- HD15051; HD18754
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Span; Attribution Theory; *Competence; *Helplessness; *Individual Characteristics; Individual Differences; Intermediate Grades; *Locus of Control; *Preadolescents
IDENTIFIERS- *Mastery Orientation

Research has shown that learned-helpless children, who make attributions for failure to lack of ability, tend to show impaired performance of decreased persistence in the face of challenge. In similar situations, mastery-oriented children, identified by their tendency to attribute failure to insufficient effort, show improved performance or increased persistence. In this study, fifth and sixth grade children, characterized as either mastery-oriented (N=22) or learned-helpless (N=23) based on a pretest (the Intellectual Achievement Responsibility Scale), were presented via computer with a series of span of apprehension assessments. Although both groups demonstrated equivalent attentional functioning on the initial assessment, subsequent assessments indicated a decrease in span of apprehension in learned-helpless relative to mastery-oriented children, with the latter group demonstrating stability and a trend toward improvement across assessments. These differential patterns of attentional functioning parallel the typical performance trends observed for these groups in previous research; i.e., that under conditions of uncertainty on a challenging task, performance decrements are characteristic of learned-helpless individuals, whereas mastery-oriented individuals tend to maintain relatively high levels of performance. As an extension of previously observed performance patterns to more discrete indices of attentional functioning, the present results support the view that attentional distractibility is characteristic of learned-helpless individuals, whereas attentional focusing is characteristic of mastery-oriented children. (ABL)

ED 283 111 CG 020 000

Gabrenya, William K., Jr.; Barba, Lourdes

Cultural Differences in Social Interaction during Group Problem Solving.

PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; College Students; *Cooperation; Cross Cultural Studies; *Cultural Differences; Cultural Influences; Foreign Students; Group Discussion; Group Dynamics; Higher Education; *Interpersonal Communication; *Latin Americans; Problem Solving; *White Students
IDENTIFIERS- *Collectivism

Cross-cultural psychology has begun to analyze cultural differences on collectivism and the implications of these differences for social processes such as group productivity. This study examined natural social interaction during a problem-solving task that required discussion and the establishment of a consensus. The relationship of collectivist values to social interaction was examined by comparing 10 pairs of white, English-speaking undergraduates from the United States, a highly individualistic society and 9 pairs of Hispanic undergraduates who have been found to be collectivistic. Subjects, none of whom knew each other, performed a group-process task simulation, "Lost at Sea." Pairs were videotaped while working on the task and were given a questionnaire to rate their own and the partner's behavior during the task on 32 adjectives. Transcriptions of Hispanic pairs' verbal interactions were translated to English, cultural backgrounds were disguised, and transcriptions were content-analyzed. The results revealed that, compared to the English-speaking students, Hispanic pairs tended to interact less and to evidence significantly higher probabilities of uncooperative or aggressive verbal behaviors and lower probabilities of cooperative or constructive behaviors. Because the Hispanics' collectivist orientation is more likely to be evidenced among family and friends, results must be interpreted in view of the differing affiliative patterns of the subjects. (NB)

ED 283 152 CS 210 489

Smith, Michael W.

Reading and Teaching Irony in Poetry: Giving Short People a Reason To Live.

PUB DATE- 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Educational Research; *English Instruction; High Schools; *Irony; Learning Processes; *Metacognition; *Poetry; *Research Methodology; Teaching Methods
IDENTIFIERS- Direct Instruction; Rasch Model

Because so little research has been conducted on methods of teaching literature, two separate but related studies were conducted to (1) examine what it means to understand stable irony, and (2) to compare two methods, direct and tacit, of teaching stable irony. A 36-item test, comprised of questions about 7 ironic poems and 2 nonironic poems, calibrated for difficulty according to Rasch analysis, was administered to 514 students. In addition, 4 experienced high school English teachers and 12 students were interviewed and asked to respond to 2 other ironic poems. Results of the written test showed that the ironic items were in general more difficult to explicate than the nonironic items. The interviews suggested that the students had difficulty detecting the presence of irony. Four high school teachers and their classes participated in the second study comparing the direct method of teaching irony, based on metacognition and Booth's (1974) four steps of reconstructing irony, and the tacit method, which gives students more exposure to ironic poems. Control groups were given no specific instruction on irony. Results showed that the direct and tacit methods achieved a statistically significant difference in comparison with the control groups, but that there is little statistical significance between direct and tacit methods. The study suggests that college bound high school students need to be instructed in reading skills, to prevent misreading, and researchers might look into the effectiveness of small group work versus large group work. The test used in the study is appended. (JC)

McLeod, Douglas M.; Craig, Bob
Understanding Discrepancies in International News Coverage of the KAL 007 Airline Incident.
PUB DATE- Aug 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Foreign Countries; *Government Role; Ideology; Information Sources; *International Relations; Mass Media Effects; Media Research; News Media; *News Reporting; Political Attitudes; *Political Issues; Press Opinion
IDENTIFIERS- *KAL 007; Media Role; *News Bias; USSR

A study examined the influence of nation states' self-interests on their media's coverage of a major news event, in this instance, the Soviet shooting down of a Korean airliner. It was hypothesized (1) that there would be discrepancies between different accounts of the KAL 007 incident, a complex news event with international political significance, and (2) that the international alignment of a news organization's nation of origin with respect to the United States and the Soviet Union would be reflected in the way that organization characterizes the discrepant issues of the KAL 007 incident. Drawn from the media of 73 nations, including the United States and the Soviet Union, 705 articles, broadcasts and telecasts, appearing between September 1 and December 31, 1983, were coded. Countries were further subdivided into groups based on their relationships to the two superpowers. Results indicated that divergent interpretations of the KAL incident were abundant in the news media, supporting the first hypothesis. The second hypothesis was also strongly supported: every reference to discrepant issues in the Soviet media supported the Soviet version of the incident, and the U. S. media also reflected the U. S. government's position, but to a lesser extent. Findings also showed that the media of nations aligned with the Soviet Union or the United States portrayed events commensurate with their political affiliation, and that the coverage produced in neutral countries fell between the relatively polarized interpretations of the aligned nations. (Tables of data are included, and footnotes are appended.) (NKA)

ED 283 259 EA 019 479

Watkins, Peter

A Critical Review of Leadership Concepts and Research: The Implications for Educational Administration.

Deakin Univ., Victoria (Australia).

REPORT NO.- ISBN-0-7300-0414-7
PUB DATE- 86
NOTE- 95p.; Prepared as course material for "Educational Leadership in Schools."
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrative Organization; *Administrator Characteristics; Definitions; Educational Administration; Elementary Secondary Education; Foreign Countries; *Leadership Qualities; *Leadership Styles; *Organizational Theories; Social Status
IDENTIFIERS- Australia (Victoria); Authority; Contingency Approach; Power; Situational Functional Approach; Stogdill (Ralph M)

This monograph critiques the literature on organizational and educational leadership, asserting that traditional approaches are unsatisfactory in their own right and within the existing positivist-functionalist paradigm. After outlining problems in defining leadership, the paper critically examines the "trait" approach, particularly Stogdill's Investigation of 124 papers studying leaders' personality characteristics. Stogdill's findings base leadership not on traits, but on situational variables. According to this monograph, the situational approach (viewing leadership in terms of functions) did not clarify what is actually entailed in leadership. The same holds true for the authoritarian-democratic continuum and Fiedler's contingency model of leadership. The latter theory is criticized for presenting followers as ciphers without human volition. Leadership literature is faulted for avoiding basic questions of class, inequalities of power, and hierarchical control and ideology. In reality, leadership theory has stressed control and manipulation of the organizational community according to the administrator's whims. Finally, two alternative views are presented. The first stresses the importance of class, power, and human agency in educational administration. The second presents leadership as a dialectic relationship in the social construction of reality. These alternative approaches may be seen in a new emphasis on participative management in Victoria, Australia schools. Appended are 112 references, 3 readings, and an annotated bibliography of 15 references. (MLH)

ED 283 311 EC 192 740

Liberman, Isabelle Y.
Review of Reading, Writing and Mathematics Disabilities.
PUB DATE- 12 Jan 87
NOTE- 14p.; Paper presented at the National Conference on Learning Disabilities (Bethesda, MD, January 12-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decoding (Reading); Elementary Education; *Learning Disabilities; *Phonology; *Reading Difficulties; *Reading Instruction; *Research Needs; *Teacher Education; Theories

The paper focuses on reading-disabled students with emphasis on the need for theory-driven research and improvements in the training of teachers in reading instruction. Among abilities that should be tested in research on causes of reading disability are the child's understanding of the phonological structure of written language, a specifically language-related (rather than general analytical) deficit; and the child's short term memory ability. Also needed is research comparing children with specific reading retardation, attention deficits, hearing loss, arithmetic disabilities, and both high and low Intelligent Quotients. Deficits in teacher training programs include the short amount of time given to the teaching of reading and failure to teach the importance of alphabetic orthography. A five-page reference list is included. (DB)

ED 283 354   EC 192 784

White, Judith
Special Needs Children Parent Manual. Revised.
White Mountain Apache Head Start, Whiteriver, AZ.
PUB DATE- 86
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *American Indians; *Disabilities; Educational Diagnosis; Educational Resources; Evaluation Criteria; Evaluation Methods; Handicap Identification; Individualized Education Programs; Mainstreaming; *Parent Rights; *Parent Role; Preschool Education; Reservation American Indians; Special Education; Student Placement; *Student Rights; Teacher Role
IDENTIFIERS- Arizona; *Project Head Start; *White Mountain Apache (Tribe)

Intended for parents of Head Start children with special needs, this manual explains parental rights and the White Mountain Apache (Arizona) Head Start program for special needs children. Sections discuss and define: mainstreaming; special education; screening, testing, and diagnosis; the role of specialists (pediatrician, speech-language pathologist, audiologist, otolaryngologist, ophthamologist, optometrist, optician, orthopedist, physical therapist, occupational therapist, psychologist, psychiatrist, neurologist); diagnostic criteria; school evaluation; student placement; parents' rights and procedures for appeal; individualized education programs; special concerns on the White Mountain Apache Reservation; parent roles; teacher roles; and resources. (CB)

ED 282 988 CE 047 408

Promotion of Cooperation amongst Research and Development Organizations in the Field of Vocational Training. Working Meeting Papers (Berlin, West Germany, September 11-12, 1986). First Edition. CEDEFOP Document.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-7000-2
PUB DATE- 87
NOTE- 154p.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; Educational Development; Educational Research; *Foreign Countries; Job Skills; Job Training; *Labor Force Development; *National Organizations; Needs Assessment; *Research and Development; *Technological Advancement; *Vocational Education
IDENTIFIERS- Belgium; France; Greece; Ireland; Italy; Luxembourg; Netherlands; Spain; United Kingdom; West Germany

Eleven working papers are provided from a meeting to enable national training research and development organizations to present their current and future research and development priorities and exchange information and experience on projects of mutual concern. They cover a wide range of subjects in 11 of the 12 European Community Member States, but all the programs include work on changing qualification profiles needed to work effectively with new technologies. The papers include: "Summary of Major Research and Development Projects--AnCo (the Industrial Training Authority)--Ireland"; "Training Research Projects--The Centre for Studies and Research on Qualifications--France"; "Government Sponsored Research and Development on Vocational Training and New Technology--United Kingdom"; "Work Results of the Federal Institute for Vocational Training--Federal Republic of Germany"; "Development of Research in the Field of Vocational Training--French- and German-Speaking Community, Onem, Belgium"; "Vocational Training by the National Manpower Service--Flemish Community, RVA, Belgium"; "Outline for Action in 1986--Institute for the Promotion of Workers' Vocational Training (ISFOL)--Italy"; "Summary Progress Report on the Training Research Programmes in Greece"; "Research Methods for the Investigation of Problems in the Linkage with the Labour Market in the Netherlands--University of Utrecht and PCBB"; "Vocational Training in Spain"; and "Development of Vocational Training in Small and Medium Craft Enterprises in the Grand Duchy of Luxembourg." (YLB)

ED 283 097 CG 019 986

Ittenbach, Richard F.; Eller, Ben F.

A Personality Profile of Southeastern Conference Football Officials.

SPONS. AGENCY- Alabama Univ., University. Coll. of Education.
PUB DATE- Aug 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; *College Athletics; *Employee Attitudes; *Football; Higher Education; Leadership; *Personality Traits; *Work Attitudes
IDENTIFIERS- *Referees

Despite the importance of officiating, there is little information available on how major college football officials view their sport, themselves, and their role as officials. Southeastern Conference (SEC) football officials (N=39) responded to a survey packet consisting of the California Psychological Inventory (CPI) and a four-page profile of demographic data and experiences common to all SEC officials. Comparisons were made between officials and the normative group for each of 18 variable scales on the CPI. The officials were found to score significantly higher than norms on scales assessing dominance, social presence, self-assurance, achievement via conformance, communality, and psychological mindedness. Information was also obtained on aspects of officiating that officials felt were most and least enjoyable; attributes important to good officiating; and feelings before, during, and after a ballgame. The attributes officials reported being most essential for good officiating were consistency, knowledge, ethics, self-confidence, and mental alertness. Future studies could examine the impact of instant replays; differences between football, baseball, and basketball officials; and the extent to which formal playing and coaching experience impact on the role of an athletic official. (Author/NB)

Asahina, Roberta R.
The 15-Second Television Commercial: A Study of Executive Perception.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Mass Media Effects; Media Research; *Motivation Techniques; *Persuasive Discourse; Recall (Psychology); Salesmanship; *Television Commercials; *Television Viewing
IDENTIFIERS- Advertising Agencies; *Advertising Effectiveness; Audience Response

An exploratory study examined the perceptions of creative directors and broadcast production managers in advertising agencies regarding the perceived effects of the 15-second commercial upon creative formats and production techniques. A sample of 600 randomly selected advertising executives and managers were surveyed using a 55-item mailed questionnaire; from this sample 233 usable reponses were received. A majority of the respondents had more than 15 years experience in advertising, as well as professional experience with the 15-second commercial spot. When asked to rank the most effective formats for the 15-second spot, respondents selected (1) humorous, (2) spokesperson, (3) vignette, (4) "other," and (5) storyline. Results indicated that, with use of shorter commercials, recall becomes the most important function, and the recall of brand name became more important than brand image. Findings also indicated that the shorter television commercial format demanded more simple, single-minded messages and creative approaches. Advertisements emphasizing key benefit, action focused on one key point, and simple structural formats such as spokesperson, demonstration, and product-alone spots should be used more than spots emphasizing lifestyle, image, or sensory appeals. Enhanced production techniques should accompany this need for simple, single-minded messages, in line with the increased importance of recall. (Tables of data and footnotes are included, and selected comments from respondents are appended.) (NKA)

ED 283 207 CS 210 653

Kelly, Patricia P., Ed.; Small, Robert C., Jr., Ed.
Language, the Forgotten Content.
Virginia Association of Teachers of English.
PUB DATE- 87
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Autobiographies; Childrens Literature; Critical Reading; Curriculum Development; Diachronic Linguistics; Dialects; Educational History; Elementary Secondary Education; *English; *English (Second Language); *English Curriculum; *English Instruction; English Teacher Education; *Grammar; Higher Education; Japanese; Language Acquisition; *Language Arts; Language Attitudes; Language Role; Learning Processes; Literary Criticism; Metaphors; Semantics; Skill Development; Spelling; Standard Spoken Usage; Teaching Methods; Vocabulary Development; Writing (Composition)
IDENTIFIERS- Language Sensitivity

The ways that students can learn about the nature of the English language and develop a sense of excitement about their language are explored in this focused journal issue. The titles of the essays and their authors are as follows: (1) "Language, the Forgotten Content" (R. Small and P. P. Kelly); (2) "What Should English Teachers Know about Language?" (J. C. Stalker); (3) "What Should Language Arts Teachers Teach about Language?" (C. Harrison); (4) "Finding Order to Language in the Elementary Classroom" (E. H. Thompson); (5) "Grammar: How and When" (J. H. Bushman); (6) "Standard English, World English, and Students' Rights to Their Own Language" (F. A. Cronin); (7) "Dialects: Resolving the 'My English-This English' Conflict" (J. Baker); (8) "Noah Webster: The Legacy of 'The Prompter'" (L. Alvine); (9) "It's 'Just' a Matter of Semantics!" (M. Kaiser); (10) "The Phenomenon of Metaphor" (D. Gilmore); (11) "A Way Out of the Spelling Mess" (K. Gill); (12) "Studying Personal Names" (B. Born); (13) "Vocabulary Study as Performance" (E. Miller); (14) "Teaching the History of English" (A. Reddy); (15) "Test for Teachers" (S. E. Burkhardt); (16) "Language in Context: The Child, the Critic, and the Language of Literature" (B. A. Lehman); (17) "Sensitivity to Language" (M. J. Weiss); (18) "Teaching High School Students about Language Acquisition" (E. A. Poe); (19) "Writing a Linguistic Autobiography" (M. A. Christiansen); (20) "Learning English with a Foreign Accent" (E. Eidman-Aadahl); (21) "A Library for Teaching about the English Language" (D. J. Kenney); and (22) "Prospective Teachers Writing to Learn Grammar" (W. Self). (NKA)

ED 283 220 CS 210 681

Hansen, Kristine
Relationships between Expert and Novice Performance in Disciplinary Writing and Reading.
PUB DATE- Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; College Freshmen; *Content Area Writing; *Discourse Analysis; Expository Writing; *Freshman Composition; Higher Education; *Instructional Effectiveness; Intellectual Disciplines; *Teacher Role; *Teaching Methods; Theory Practice Relationship; Writing Instruction
IDENTIFIERS- Discourse Organization; Rhetorical Theory; Rhetoric as Epistemic; *Writing Across the Curriculum

Given that the task of freshman composition is to initiate students into the multidisciplinary academic discourse community, English teachers can speed up the novice's introduction more effectively than can specialists in those disciplines by having students observe, analyze, and produce the salient features of a discourse community's "dialect." A freshman writing course, designed to provide an understanding of the discourse conventions of various disciplines, had students perform the following activities: (1) read expert discourse from different disciplines and analyze them according to invention, arrangement and style; (2) contrast these texts to distinguish the methods, formats, and styles of different disciplines; (3) connect differences between each discipline's conventions and its assumptions about the origin and nature of knowledge; and (4) write simple papers such as might come out of a few of those disciplines. In one assignment, students sought to understand how much knowledge originates and is transmitted in sociology; they designed a questionnaire, conducted the survey in groups, and wrote a report using the structure, tone, and style of good sociological writing. To evaluate the effectiveness of a nonsociologist teaching that discipline's discourse conventions, the teacher's ranking of student papers was compared with that of a professional sociologist. The resulting Spearman rank correlation of .83 (out of a possible 1.0) suggests that learning how discourse features form out of a discipline's methods and epistemological assumptions is an effective strategy for producing the discourse of a discipline. (JG)

ED 283 233 EA 019 402

Daresh, John C., Ed.; And Others
Annotated Bibliography on the Use of Field Experience to Train Educational Leaders. A Project Paper.
University Council for Educational Administration, Columbus, Ohio.
PUB DATE- 87
NOTE- 51p.; A product of the UCEA Center on Field Relations in Educational Administration Training Program.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Education; Annotated Bibliographies; Educational Administration; Educational Research; Field Experience Programs; Internship Programs; *Practicums

This annotated bibliography describes the subject matter covered i significant journal articles, books, reports, and doctoral dissertations addressing the use of field experience in the training of educational leaders. The 165 items included are categorized in five sections, each with its own introduction. The first section reviews 62 journal articles related to the preparation of educational administrators, and especially to the use of internships or preservice practicums in such preparation. Significant sources from the 1950's are included along with more recent materials. The second section cites 23 journal articles that focus on the use of practicums in professional fields other than education. Books and book chapters dealing with preservice programs for administrators make up the next section's 43 references. The fourth segment lists 17 technical reports and other papers related to the use of field experience in the preparation of educational administrators. The fifth section identifies 20 doctoral dissertations from the last 2 decades related to the use of field-based training activities for preparing educational administrators. These dissertations provide significant coverage of recent original research in the field. (PGD)

ED 283 326 EC 192 755

Wilde, Warren D.; Sillito, Melvin T.
Evaluation Report of the Gifted and Talented Program: Camrose School District #1315.

Alberta Dept. of Education, Edmonton.
PUB DATE- Oct 86
NOTE- 36p.; For related documents, see EC 192 753-756.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Curriculum Enrichment; Foreign Countries; Formative Evaluation; *Gifted; Intermediate Grades; Junior High Schools; Parent Attitudes; Principals; *Program Effectiveness; *Program Evaluation; School Districts; Teacher Attitudes
IDENTIFIERS- *Alberta (Camrose)

One in a series of reports on a gifted program jointly formed by three school systems in Alberta, Canada, this report presents information about the development, implementation, evaluation, and revision of the Gifted and Talented Program in the Camrose school system. The Camrose program is the smallest of the three, consisting of pull-out programs in four schools for fourth- through eighth- graders identified as gifted. The first three sections in this report describe the methodology of this evaluative report, the development of the program in Camrose, and the gifted and talented program at each of the four schools. Evaluation information, gathered from planning documents and interviews with principals, teachers, parents, and students, is presented in the next four sections. Sections presenting a summary and recommendations consider the need for: better student nomination and selection procedures; more inservice sessions for teachers; consistent application of a better-developed policy regarding student evaluation; improved communication from the school district administration regarding the Challenge program; and establishment of policies and procedures to continually evaluate the gifted and talented program. (CB)

ED 283 340 EC 192 769

Halloran, William; And Others
Severely Handicapped Youth Exiting Public Education: Issues and Concerns.
National Association of State Directors of Special Education, Washington, D.C.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Adult Programs; *Community Services; Deinstitutionalization (of Disabled); Delivery Systems; *Education Work Relationship; National Surveys; Needs Assessment; Neighborhood Integration; Normalization (Handicapped); *Severe Disabilities; *Social Agencies; Special Education; State Departments of Education; *Transitional Programs

Survey responses of 46 state directors of special education regarding the problems faced by severely handicapped students who exit public schools but require adult services indicated that severe discrepancies exist in most states between the number of people needing adult services and the capacity of such service systems to meet these needs. Two-thirds of the respondents felt that public school leavers have more difficulty accessing community adult services than do individuals leaving state institutions or those who are under the care of state agencies. Two-thirds of the respondents also indicated that confusion exists regarding which state agency and/or adult service provider should receive student referrals. Approximately 70 percent of the respondents indicated that parents are becoming increasingly aware that adult service providers do not operate under a serve-all mandate similar to public education; as a result, increased lobbying is occurring or beginning to occur in most states. Over 60 percent of the respondents indicated that greater emphasis should be placed on recreational and leisure services as an integral component of community life for handicapped adults. State directors of special education believed that additional cooperative planning is necessary to build the continuum of adult services needed to maximize participation of severely handicapped individuals in the community. (CB)

ED 283 056 CG 019 944

Hansen, William B.; And Others
Evaluation of a Tobacco and Alcohol Abuse Prevention Curriculum for Adolescents.
University of Southern California, Los Angeles. Inst. for Health Promotion and Disease Prevention Research.
SPONS. AGENCY- California State Dept. of Health, Sacramento.
PUB DATE- 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
CONTRACT- 84-84148
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Alcohol Education; *Class Activities; *Drinking; Drug Education; Intermediate Grades; Junior High Schools; Peer Influence; *Prevention; *Program Effectiveness; Sex Differences; *Smoking; Teacher Education
IDENTIFIERS- *Alcohol Abuse

Programs which have been somewhat effective in reducing the rates of onset of regular tobacco use have featured such components as peer pressure resistance training, correction of normative expectations, inoculation against mass media messages, information about parental influences, information about consequences of use, public commitments, or peer opinion leaders. Most of these programs have been implemented by highly trained personnel. This study examined the effectiveness of a tobacco and alcohol prevention program delivered to sixth and seventh grade students by minimally trained classroom teachers. The program focused on: (1) teaching students to identify and resist peer influences; (2) information about short- and long-term consequences of tobacco and alcohol use; (3) the correction of normative expectations; and (4) the establishment of conservative intentions regarding tobacco and alcohol use. Two cohorts of students were pretested and, subsequent to delivery of the program, tracked longitudinally; the first cohort (N=1,221) was followed for 4 years, the second (N=1,707) was followed for 3 years. Results indicated that the program reduced the onset and prevalence of tobacco use but not of alcohol use. The effects for tobacco were differentially related to school district in which the program was delivered, sex of student, and ethnicity suggesting that prevention program content is only one variable that may affect the effectiveness of prevention interventions. (Author/NB)

ED 283 070 CG 019 959

Emery, Olga B.; Breslau, Lawrence D.
Operational Thought in Alzheimer's Disease Early Onset and SDAT.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Nov 86
NOTE- 21p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
GRANT- MH-41684
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Development; *Cognitive Processes; *Diseases; Middle Aged Adults; Older Adults; Piagetian Theory; *Prognostic Tests
IDENTIFIERS- *Alzheimers Disease; *Concrete Operations

For more than a decade it has been convention to assume that senile dementia Alzheimer's type (SDAT) and Alzheimer's disease early onset represent a unitary disease process with only an onset difference. This assumption has been neither confirmed nor disconfirmed. To address this issue, a study was conducted which analyzed the dissolution of thought in SDAT and in Alzheimer's disease early onset. Subjects were 25 elderly adults with SDAT, 14 adults with Alzheimer's disease early onset, and 25 normal elderly adults who provided a measurement baseline. The SDAT group had an age range of 65-91 years, the normal elderly had an age range of 65-95 years, and the early onset adults had an age range of 44-60 years. The measures for level of thought processing were based on Piaget's universal, unilinear, hierarchical, structural stages of development of thought. Subjects were administered five tests for concrete operational thought. Analysis of quantitative and qualitative data suggests that, although Alzheimer's disease early onset is similar to SDAT in its fundamental pattern of dissolution of thought, the early onset syndrome is dissimilar in that it is characterized by an acceleration of the rate of dissolution found in SDAT. (NB)

ED 283 139 CS 008 859

Weisenbach, E. Lynne

Teaching Reading Comprehension: Strategies for Success.

PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Indiana State Council of the International Reading Association (Indianapolis, IN, April 2-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Childrens Literature; Cognitive Development; Elementary Education; Imagery; *Reading Comprehension; *Reading Improvement; Reading Processes; *Reading Skills; *Reading Strategies; Skill Development; Teaching Methods
IDENTIFIERS- Request Procedure; Text Structure

Numerous comprehension strategies can be used successfully with both children's literature and a basal reading series to help children focus on written text during reading. One of the most important techniques is developing background knowledge prior to reading--the overall purpose of which is to help readers relate their existing schemata to the selection of new schema to help develop concepts. Prediction is another comprehension strategy that may be used effectively by readers. Predicting the results of various actions can easily be incorporated into diverse reading situations. Emphasis should be on the thought process and not on "right" or "wrong" answers. Instruction in the components of text structure and its use in constructing meaning will aid in reading comprehension, as will discussion of imagery, a metacognitive skill directly related to reading. The ReQuest (Reciprocal Questioning) Technique involves the children and teacher silently reading portions of a text and alternately asking and answering questions related to the material. Besides aiding comprehension monitoring, this technique is enjoyable for students, since it involves a role exchange between teacher and student. Separately or together, these strategies provide an effective approach to the improvement of reading comprehension. (A reference list is appended.) (NKA)

ED 283 194 CS 210 628

Heckel, David
Francis Bacon's New Science: Rhetoric and the Transformative Power o
Print.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Intellectual History; Literacy; Philosophy; *Printing; *Rhetoric; *Scientific Concepts; Technological Advancement; Writte Language
IDENTIFIERS- *Bacon (Francis); Empiricism; *Rhetorical Theory; Seventeenth Century; Text Factors; Text Structure

The process of projecting textual models onto the phenomenal world began with the invention of writing and accelerated through the manuscript culture of classical antiquity and the Middle Ages into the age of print. In Francis Bacon's work, the book (a metaphor for the phenomenal world) adapted to the demands of the printed text and reflects the impact of this text on poetic structures. When Bacon begins to perceive nature as a text that can be studied, analyzed, manipulated, and finally collected as a sort of databank with secrets to be unlocked, the medieval notion of the book as God's creation is transformed. The combination of typography and rhetoric paves the way for the objectification of nature and the birth of what Bacon calls the new sciences. The literate person sees truth in the stability and certainty of the written word, while the rhetorical person sees knowledge as social, and therefore, problematic. Recent research on Bacon illuminates his attempts to further that combination of rhetoric and textuality called science in a print-dominated culture. Bacon's translation of rhetorical arts into experimental arts is a point of mediation between the socially defined world of the orator and the textually defined world of the scientist. In Bacon's works, the residual orality of the Middle Ages collides with the print literacy that was an enabling force behind the scientific revolution, and might well serve as the starting point for the study of a third sophistic that begins with the invention of the electronic media. (References are appended.) (NKA)

ED 283 247 EA 019 465

Lewis, Anne C.; And Others
Partnerships: Connecting School and Community.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-102-2
PUB DATE- 86
NOTE- 118p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00182; $12.95 plus $2.50 postage and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Programs; *Corporate Support; Donors; Educational Finance; Elementary Secondary Education; Private Financial Support; *School Business Relationship; *School Community Relationship

Schools and businesses often form mutually beneficial partnerships to improve the quality of education. Businesses sponsor most projects by donating equipment, special awards, and corporate staff time for guest lectures. The concern for the productivity of their future work force inspires the interest of businesses in partnerships. On the national level, schools are helped by funds from major corporations, by the expertise of chief executive officers, by the commitment of corporate leaders to cooperate with schools, and by civic leaders and nonprofit organizations. On the state level, schools obtain financial support for education reforms through reform task forces led by business leaders. Finally, on the local level, schools, neighbors, and local businesses develop partnerships to link local resources with the needs of the school and community. Other partnerships involve individual volunteers, foundations, and higher education. A strategy for developing alliances includes declaring commitment; finding outside partners; engendering staff interest; announcing the partnership; establishing actual programs; assigning responsibilities; recruiting, orienting, and showing appreciation of volunteers; publicizing the program; and evaluating the program. Among the 21 exhibits included are sample letters, forms, and charts. (RG)

ED 283 273 EA 019 495

Clinchy, Evans
A Consumer's Guide to Schools of Choice: For Parents and Other Educators. Parent Choice and the Public Schools: Volume 4 .
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 87
NOTE- 165p.; For related documents, see EA 019 492-494.
AVAILABLE FROM- Publication Sales, Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Evaluation; Decision Making; Elementary Secondary Education; *Institutional Characteristics; Magnet Schools; *Nontraditional Education; *Parent School Relationship; *Public Schools; *School Choice; School Policy
IDENTIFIERS- *Massachusetts; *New York

This fourth and final guide in a series of volumes addresses parents who desire assistance in selecting the appropriate school for their child. The guide provides narratives and "real life" descriptions of actual occurrences in schools that advertise themselves as emphasizing a particular style or philosophy of teaching or curricular emphasis. Daily activities are sketched in 10 schools in 6 school districts in Massachusetts and New York. Section 2 of the guide describes fundamental, "back-to-basics" schools: Burncoat Preparatory Magnet School, Worcester, Massachusetts; and Bridge Alternative Concept School, Community School District Four, East Harlem, New York City. Schools described as using a "continuous progress, non-graded, individually guided" approach to school organization and grouping profiled in section 3 are Hernandez Two-Way Bilingual Magnet School, Boston, Massachusetts, and Mill Swan Communications Skills Magnet School, Worcester, Massachusetts. The Montessori developmental or "open" education type of school is modeled in section 4 by Bennett Park Montessori Center, Buffalo, New York; Graham and Parks Alternative Public School, Cambridge, Massachusetts; and City Magnet School, Lowell, Massachusetts. Described in section 5, "Schools with Curricular Specializations," are Arts Magnet School, Lowell, Massachusetts and Isaac Newton School for Science and Math, New York City. The final section briefly discusses degrees of parental involvement that can accompany any of the options. (CJH)

ED 283 286 EA 019 512

Glickman, Carl D.
Supervision of Instruction: A Developmental Approach.
REPORT NO.- ISBN-0-205-08468-0
PUB DATE- 85
NOTE- 424p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H84684, $33.95; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Faculty Development; Higher Education; Instructional Improvement; School Effectiveness; *Supervisors; Supervisory Methods; *Teacher Supervision
IDENTIFIERS- Collegiality

This textbook, intended for graduate students in introductory educational supervision courses, draws on the research on effective schools, teacher and adult development, and supervisory practice, as well as on direct practical experience, to provide information that supervisors can use to help their schools be more successful. The term "supervision" is defined as "the school function that improves instruction through direct assistance to teachers, curriculum development, inservice training, group development, and action research." The material presented is intended to spur thought and provide supervisors with information about ideas and practices that can be selected and modified for use in accordance with local school situations. The book is divided into six parts that are further subdivided into 19 chapters. The first part is an introduction to the concept of supervision and to the organization of the book; part 2 is devoted to essential knowledge needed for supervision; part 3 deals with interpersonal skills; part 4 explains the technical skills supervisors need; and part 5 discusses the application of the knowledge and skills described to the tasks of supervision. The sixth and final part suggests ways of applying knowledge, skills, and tasks to integrate individual needs with organizational goals to achieve instructional success. Each chapter is followed by recommended academic, field, and developmental exercises and by a list of references. Seven appendixes address personal educational philosophy; skill practice in nondirective, collaborative, and directive behaviors; the initiation of peer supervision; behavioral-objective curriculum; and webbing curriculum. Author and subject indexes are provided. (PGD)

ED 283 298 EA 019 524

Wages and Salaries Paid Support Personnel in Public Schools, 1986-87. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 87

NOTE- 75p.; For parts 1 and 2, see EA 019 522-523. For the related 1985-86 report, see ED 267 508.

AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 219-21736; $34.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Clerical Workers; Elementary Secondary Education; Enrollment; Expenditure per Student; Food Service; Geographic Regions; National Surveys; *Paraprofessional School Personnel; *Public Schools; *Salaries; School District Size; *School Personnel; School Statistics; Tables (Data); *Wages

IDENTIFIERS- *Support Personnel

This study represents the third volume of a three-part report which presents the annual salaries and hourly wage rates paid to 10 categories of support personnel for 1986-87 by surveyed school systems. A system-by-system listing conveys data concerning enrollment; the budgeted expenditure per student; the highest, lowest, and average hourly wage rates paid to teacher aides, cafeteria workers, custodians, and bus drivers; the annual salaries paid to central office secretarial and clerical personnel, including secretaries, accounting clerks, payroll clerks, and clerk typists; the annual salaries paid to secretaries and library clerks assigned to certain school buildings; and the number of people employed in each position. In addition, 23 summary tables provide information regarding the salary distribution, ranges, medians, and means of the highest, lowest, and average wage rates for selected positions; a comparison of 1986-87 data with survey results from 1985-86; the number of school districts employing personnel in each position category; and the total number of personnel reported. The summary data are given according to the geographic location and the enrollment size of the school system. (RG)

ED 283 312 EC 192 741

Massman, Paul J.; Nussbaum, Nancy L.
The Mediating Effect of Age on the Relationship between Hyperactivity and Neuropsychological Test Performance.
PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the Meeting of the International Neuropsychological Society (Washington, DC, February, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Age Differences; *Attention Deficit Disorders; *Behavior Patterns; Check Lists; Elementary Education; *Hyperactivity; Intelligence Tests; Visual Perception

The relationship between hyperactivity and neuropsychological test performance at different age levels was investigated with 90 children 6-8 years old and 92 children 9-12 years old. Subjects were administered a battery of neuropsychological tests, and a parent completed the Child Behavior Checklist (CBC). Young children demonstrated no significant association between hyperactivity/attentional problems (as measured by the Hyperactivity scale of the Child Behavior Checklist) nor between performance on neuropsychological tasks thought to contain an attentional component--Wechsler Intelligence Scale for Children Achievement Test-Revised (WISC-R Coding); Arithmetic, and Digital Span; WRAT Arithmetic; and the Benton Visual Retention Test (VRT). However, for older children, there were significant and large negative correlations between CBC Hyperactivity scores and Coding, WRAT Arithmetic, and Benton VRT scores. Multiple regression analyses supported the above results (for Coding and WRAT Arithmetic), indicating that hyperactivity/inattention has a particularly deleterious effect on test performance (relative to same age peers) as age increases. Results of factor analyses suggested that the factor structure of the WISC-R in samples of children with attentional problems may depend on the age of the children studied. (Author/DB)

ED 283 355 EC 200 550

Implementation of the Education of the Handicapped Act Public Law 94-142 . Ninth Annual Report to Congress.

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

PUB DATE- 87
NOTE- 679p.; For the eighth annual report, see ED 267 580.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); *Delivery Systems; *Disabilities; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; Government Role; Handicap Identification; Mainstreaming; Program Evaluation; *Program Implementation; Special Education Teachers; State Aid; State Programs
IDENTIFIERS- *Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1983

The report to Congress examines progress made in implementing the requirements mandated by P.L. 94-142, the Education of the Handicapped Act, as amended by P.L. 98-199 with a specific focus on activities during the school year 1985-86. Substantially more detailed statistical information concerning educational services, compliance monitoring, and discretionary programs are provided in this year's report. Data are presented regarding the four major purposes of the Act: (1) to assure that all handicapped children receive a free, appropriate public education; (2) to assure that the rights of handicapped children and their parents or guardians are protected; (3) to assist states and localities in educating all handicapped children; and (4) to assess and assure the effectiveness of programs educating handicapped children. Among items highlighted in the executive summary are the following: (1) as a percentage of school enrollment, the number of handicapped children served decreased from 11.19% to 10.97%; (2) nearly 5.8 million related services were provided to 4.4 million handicapped children; (3) a majority of handicapped students received special education and related services in integrated settings; (4) the number of special education teachers employed increased 2% compared with a 0.5% increase in number of students served; (5) 80% of the states reported a need for improved instructional and vocational education program; and (6) nearly $12 billion were spent on special education and related services, of which 8.5% were from federal sources, 54% from state sources, and 38% from local sources. A major portion of the document consists of six appendixes providing more detail and statistical data. (DB)

ED 283 002 CE 047 439

Organizing Work Stations and Simplifying Work. Learning Activity Pack and Instructor's Guide 5.2. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-318-BK-85; IE-319-BK-85
PUB DATE- Jan 85
NOTE- 46p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Efficiency; *Facility Planning; *Food Handling Facilities; *Food Service; *Job Simplification; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS- Florida; *Food Preparation

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with organizing kitchen work areas to enable kitchen workers to move more efficiently and simplify their work by making good use of equipment, time, and energy. Illustrated information sheets and learning activities are provided on organizing work stations (efficient movement and organization) and simplifying work (using rhythmic and smooth-flowing motions, making both hands more productive, making hand and body motions short and simple, and using the assembly line concept). The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge and skills objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and related materials and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 016 CE 047 453

Dining Room Service/Setting Table Covers. Learning Activity Pack and Instructor's Guide 8.1a. Commercial Foods and Culinary Arts Competency-Based Series. Section 8: Related Services.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- IE-358-BK-85; IE-359-BK-95
PUB DATE- Jan 85
NOTE- 68p.; For other documents in this series, see CE 047 434-456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Dining Facilities; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education; *Waiters and Waitresses
IDENTIFIERS- Florida

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with table appointments and to illustrate table covers for breakfast, luncheon, and dinner; for counter and cafeteria service; and for banquets and buffets. Illustrated information sheets and learning activities are provided in these areas: basic table-setting procedures and terms; sample breakfast, luncheon, and dinner covers (American style); counter cover; cafeteria service; sample banquet cover; and buffet table set-up. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 084 CG 019 973

Gilliland, Burl E.; And Others
Human Potential Groups: High Risk High Schoolers Model and Rehearse for Success.
PUB DATE- 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Problems; Consultation Programs; Counselor Role; *Group Counseling; *High Risk Students; High Schools; *High School Students; Low Achievement; *School Counseling; *Student Problems

In this project, problem students from grades 9 through 12 attending the only high school in a small West Tennessee town were placed in a small group counseling situation consisting of a mixture of blacks and whites, males and females, from low and middle socioeconomic levels. Counselors and consultants serving as group facilitators included both black and white male and female leaders. This design provided opportunities to address issues of school functioning and to enhance individual development in terms of mutual respect and acceptance. Students were selected who had chronic problems with poor academic performance and repeated demonstrations of antisocial behavior within the school environment. Once per month this group was led by a professor of counseling psychology. The group met other weeks during each month with the school counselor who was also available for individual counseling. Meetings of the group were conducted in an open manner conducive to freedom of expression. Leaders demonstrated their commitment to the psychological principle of modeling by their words, body language, and voice tone. Counseling strategies of enactment and rehearsal of everyday problems were primary treatment interventions. It is believed that this format is a realistic approach, enabling the school counselor to have a consultation experience of "learning by doing," and at the same time facilitating possible therapeutic change in a human potential group. Measures are being taken to quantify the effects of the group counseling. (ABL)

ED 283 098 CG 019 987

Dye, Allan
ACES' Attitudes: Supervisor Competencies and a National Certification Program.
PUB DATE- Apr 87
NOTE- 6p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Counselor Certification; *Counselor Educators; Counselor Evaluation; *Counselor Training; *National Programs; Needs Assessment; *Program Development; *Supervisor Qualifications

The Association for Counselor Education and Supervision (ACES) received an American Association for Counseling and Development Foundation Professional Enhancement Grant to be used in identifying requisite supervisor knowledge and skills and in determining what procedures should be used in establishing a national "approved supervisor" certification program. ACES members (N=724) completed a survey which asked them to: (1) rate the relative importance of each of some 92 specific knowledge and skill factors; (2) describe how these clusters of knowledge and skill characteristics should be acquired and whether they should be included in a certification program; and (3) give recommendations regarding certification requirements, documents, and procedures. The results revealed 26 items in the 6 knowledge and skill scales of personal traits, facilitating skills, conceptual skills, technical/interventional skills, program management/supervision skills, and knowledge of management and supervision. There was strong agreement that evidence of these competencies should be included in a certification program. The findings support the view that ACES should create such a certification program. The proposed certification would be voluntary, designed to demonstrate an individual's professional competence and promote counseling supervision as a valuable, demonstrable professional specialty. (NB)

ED 283 112 CG 020 001

Price, Gary E.
Changes in Learning Style for a Random Sample of Individuals Ages 18 and Older Who Responded to the Productivity Environmental Preference Survey, 1986.

PUB DATE- 24 Apr 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Adult Learning; Adults; *Age Differences; *Cognitive Style; *Educational Environment; Environmental Influences; *Individual Differences; Individual Needs; *Lifelong Learning; Psychological Needs

Research has demonstrated that learning style preferences and how they are taken into account are closely related to learner achievement and satisfaction. The Learning Style Inventory (LSI) was the first comprehensive approach to the assessment of an individual's learning style in grades 3 through 12. The Productivity Environmental Preference Survey (PEPS) was designed for adults based on the same underlying factors and content analysis as the LSI. The PEPS surveys an individual's preferences in each of 20 different modalities. The modalities can be classified under the headings of environment, emotionality, sociological preferences, and physical needs. A study was conducted to examine changes for a random sample of adults (N=1,475) who had taken the PEPS. Adults selected from the national data base were divided into five age groups (ages 18-24; 25-34; 35-44; 45-54; and 55 and older). The results suggest that significant changes occur in adults in the area of their preferred productivity modality. The greatest differences found were between those in the age group of 18-24 and all of the older groups. In addition, there were several differences that occurred for individuals after the age of 55. Persons responsible for designing the learning and working environments for adults need to take individual differences into account and plan environments that are flexible enough to meet individual preferences for optimum learning and production to occur. (NB)

ED 283 125 CS 008 833

Jamar, Donna; Pauls, Leo W.
Reading Teachers Are Asked: "What Is Relevant in Classroom?"
PUB DATE- Oct 86
NOTE- 8p.; Paper presented at the Annual Meeting of the College
  Reading Association (30th, Knoxville, TN, October 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Educational Needs; Elementary
  Education; Higher Education; *Methods Courses; *Reading
  Instruction; Reading Research; Reading Teachers; School Surveys;
  Teacher Attitudes; *Teacher Education Curriculum; Teacher
  Educators; Theory Practice Relationship

Based on the perception that teacher educators deliver preparation programs which have little influence on the way graduates actually teach and that they are completely out of touch with the actual teaching conditions in contemporary schools, a survey was conducted to see what activities teachers felt were most relevant for reading methods classes and most practical for classroom teachers. Subjects were 100 teachers, from each of the first, third, and fifth grades in Kansas elementary schools. The activities found most important for methods classes were working on an individual basis with a child in a reading practicum involving diagnosis, analysis and remediation, and knowing how to teach a lesson. Analyzing basal series for multicultural elements and effect on exceptional children was ranked least important. The elementary classroom activity ranked most important was developing a case report on a child, while least important was administering readability formulas. A second survey asked 40 Kansas college professors to rank the same activities, and they ranked developing goals for reading instruction most important for both methods classes and actual classroom situations. They found administering readability formulas least important for methods classes, and evaluating basal series least important for classroom situations. (SKC)

ED 283 153 CS 210 497

Chen, Sun-I
Argumentative Discourse Structure in Chinese and English Writing: A Comparative Analysis.
PUB DATE- 86
NOTE- 53p.; Condensed version of Master's Thesis, Simon Fraser University. Figure 3 may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Capitalism; *Chinese; Communication Research; Communism Comparative Analysis; *Connected Discourse; *Discourse Analysis; Editorials; *English; Foreign Countries; Language Research; Paragraph Composition; Persuasive Discourse; Political Influences; Pragmatics; Second Language Learning; *Semantics; *Syntax
IDENTIFIERS- China; Taiwan

To determine formal principles of discourse processing and production, a study reviewed theories in various disciplines related to language and/or thought and thereby rationalized an approach of quantitative matrix analysis to the problems caused by discrepant discourse structures encountered in second language learning. Statistical analyses of newspaper editorials from the People's Republic of China and Taiwan revealed that language (English versus Chinese) and political stance (communist versus capitalist) respectively influenced discourse structures. Structures affected were length of clauses, relationship of propositions within paragraphs (subordinate, coordinate, superordinate), relation of subtopics to main topics, and amount of detail in subtopics, among others. These results indicated that language learning should be examined at the discourse level and in context, and that teachers and researchers should be aware of these discrepant discourse structures that can be envisaged in the matrix analysis. (Nine statistical tables and four figures are included, and a sample of the matrix analysis of a text is appended.) (Author/SKC)

ED 283 181 CS 210 609

Morah, Tanya M.
A Study of Media Use and Reliance Patterns, Interest Levels, Attitudes and Preferences of Black Students at a Predominantly White and a Predominantly Black University.
PUB DATE- Aug 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Audiences; *Black Attitudes; Black Colleges; *Black Students; Higher Education; *Mass Media; Mass Media Effects; Media Research; News Reporting; *Popular Culture; *Programing (Broadcast); Student Attitudes
IDENTIFIERS- *Audience Response

A study was conducted to examine the relationship between American mass media and the black community. Subjects were two groups of black midwestern college students--one group studying at a predominantly black university and the other at a mostly white university--with similar social and economic backgrounds. It was hypothesized that black students in a racially heterogenous environment would have media habits more similar to the general population, while the students at the predominantly black campus were expected to be closer to the "norm" of black communication behaviors. Results of a self-administered questionnaire on media preferences and habits indicated that both groups were dissatisfied with the local media's efforts to address their needs and produce material of interest to them. A large number, however, rated local media neither good nor bad, which supports another hypothesis that blacks have been conditioned by the media to expect to be portrayed negatively. Both groups indicated they wanted to see more black programs, read more news of interest to blacks, and hear more black oriented music on the radio. Data did not support the hypothesis that blacks on predominantly white campuses have media habits more similar to those of the general population than do black students on mostly black campuses. (Seven tables of data and 20 references are included.) (AEW)

ED 283 260 EA 019 480

Foster, William
The Reconstruction of Leadership.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0415-5
PUB DATE- 86
NOTE- 90p.; Prepared as course material for "Educational Leadership in Schools."

AVAILABLE FROM- Publication Sales, Deakin University Press, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Leaders; *Leadership; Leadership Qualities; Leadership Styles; *Power Structure; *Research Needs; *Social Development; *Social Environment

The study of leadership has faltered partly because the wrong phenomenon has been studied. Whereas the usual definition considers leadership either as a personal property or as a property of position, this paper argues that it is a transient phenomenon residing neither in the person nor the situation and one that can be practiced equally well by different social players. Four attempts to redefine leadership, by Selznick, Burns, Tucker, and Bennis, do come closer to developing a hermaneutic view; however, all imply that leadership is an intrinsic property possessed by certain individuals. But in fact, leadership resides in actions, not in persons. Leadership acts are a communal, democratic effort founded in the notion of praxis and each act must have a social context and critical audience. Three elements of leadership are that it involves the penetration of structure, that it must be politically and critically educative and that it is conditioned on language and communication. Included in the document are three readings that support this position. First, "Leadership: The Socratic Model," by L. Grob, asserts the critical spirit as the ground for all leadership; second, "Leadership Research: Choosing Gods and Devils on the Run," by M. W. McCall, Jr., makes the case that the purpose of leadership research is to display its effectiveness or ineffectiveness and to point out areas for future research; and, finally, "Leadership Is a Language Game," by L. R. Pondy, explores the potential influence of leaders' language on their effectiveness. The document includes 4 lists of references and an annotated bibliography of 26 suggested readings. (RG)

ED 283 327 EC 192 756

Wilde, Warren D.; Sillito, Melvin T.
Evaluation Report of the Provisions for Gifted and Talented in Calgary Board of Education.
Alberta Dept. of Education, Edmonton.
PUB DATE- Oct 86
NOTE- 122p.; For related documents, see EC 192 753-755.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; Foreign Countries; Formative Evaluation; *Gifted; Itinerant Teachers; Needs Assessment; Parent Attitudes; Principals; *Program Effectiveness; *Program Evaluation; School Districts; Special Schools; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Calgary Board of Education (Canada)

One in a series of reports on a gifted program jointly formed by three school systems in Alberta, Canada, this document presents information about the gifted and talented program in the Calgary school system, the largest of the three districts. The program in Calgary consists of education assistance services, which help schools develop programs for their gifted students, and also a self-contained school solely for gifted students. The first section of the report describes these two components in detail, including information on historical development, student identification, curriculum content, delivery systems, and student evaluation. Evaluation data, gathered from interviews with area consultants, program specialists, school principals, itinerant teachers, school staff members, students, and parents, are presented in the next section. Conclusions and recommendations presented in the subsequent sections address the need for development of a statement of expectations regarding achievement in gifted programs; development of guidelines and procedures for effectively identifying the gifted and talented; development of guidelines for identifying and training teachers of the gifted; increasing the availability of inservice programs for teachers of the gifted; providing additional counseling services for gifted children; and improving communication with parents of gifted children. (CB)

ED 282 989 CE 047 419

Gizard, X.; Josephe, A.

Regional Development and Vocational Training. Development of Human Resources in Regions of Economic Reconversion Benefiting from Community Financial Support. Synthesis Report. First Edition. CEDEFOP Document.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-6997-7
PUB DATE- 87
NOTE- 59p.; For a related document, see CE 047 420.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Economic Development; *Educational Change; Educational Development; *Foreign Countries; *Job Training; Labor Force Development; Public Policy; *Regional Planning; Regional Programs; *Vocational Education
IDENTIFIERS- Belgium; Denmark; England; *European Community; France; Greece; Ireland; Italy; Netherlands; Portugal; Spain; West Germany

This document summarizes the information contained in the reports prepared by a number of regions to contribute to a discussion of a forum of European regions examining the place of vocational training in regional development strategies. Information on the place and role of vocational training in their economic development strategies is provided by those regions that receive assistance from European Community financing instruments: Saarland (Federal Republic of Germany), Southern Jutland (Denmark), Limburg (Belgium), Northern England (United Kingdom), Achaea (Greece), Nord-Pas de Calais and Lorraine (France), Liguria (Italy), Andalusia (Spain), region of Southwest Ireland, Northern Holland (Netherlands), and Northern Portugal. Preference is given to those themes that seem to be priorities or to play a strategic role in the policies pursued by the regions or that appear to raise the same type of problems for regional decision makers. Part 1 identifies public authority strategies to help firms and individuals. Part 2 discusses changes in training systems that must accompany these strategies if they are to be effective. Changes both in terms of links with industry and the content, organization, and methods of training are considered. (YLB)

ED 283 030 CE 047 503

Jucovy, Linda

The Delivery of Human Services. Report of the Workshop (New York, Ne
York, November 23-25, 1986). Youth Corps Exchange Project 1986-198
Workshops.

Public/Private Ventures, Philadelphia, PA.

PUB DATE- Apr 87
NOTE- 34p.; For related documents, see CE 047 498 and CE 047 502-508
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Conservation Education; *Delivery Systems; Financial Support; *Human Services; Postsecondary Education; Program Administration; Program Content; Program Descriptions; *Program Development; *Program Implementation; Staff Utilization; *Youth Employment; *Youth Programs
IDENTIFIERS- *Youth Conservation Corps

This workshop report deals with developing a youth service corps. Twenty-nine representatives from 15 youth corps attended the workshop, the second in a series of six sponsored by the Youth Corps Exchange Project. The report begins with an overview of the highlights of the workshop. The second section, which discusses the need for human services, includes descriptions of the following youth corps programs: Community Service Volunteers (a program in England), the Washington Service Corps, the Minnesota Youth Service, the New York City Volunteer Corps (CVC), and the East Bay Conservation Corps (in the Oakland, California, area). Each program description contains information on the program's background, design, and funding. The third section discusses the following corpsmember issues: assessing corpsmembers' capabilities; working in crews versus working on an individual basis, and determining the role of the crewleader. Two project-related issues--rotational versus one-time projects and project length--are discussed in the fourth section. The fifth section deals with the issue of charging fees for services and avoiding competition with existing agencies and jobs. National and local resources, ways of adding human services to an existing conservation corps, elements of a successful project, needs, training, supervision, job content, and project negotiation are discussed in the section on project development. The next section describes one of the CVC project sites, the Playing to Win Computer Center. (MN)

ED 283 043 CE 047 522

Fahy, P.
PLATO Computer-Managed Learning Report. Summative Evaluation of PLAT

Computer-Managed Learning in the Nursing Assistant Program.
Alberta Vocational Centre, Edmonton.
PUB DATE- Apr 87
NOTE- 74p.; Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Software; Foreign Countries; *Nurses Aides; *Nursing Education; Postsecondary Education; Program Effectiveness Program Evaluation; Two Year Colleges
IDENTIFIERS- *Alberta Vocational Centre (Edmonton); *PLATO

Following the recommendations of an external consultant, the nursing program and the division of research and evaluation at the Alberta Vocational Centre, Edmonton, designed and implemented pilot projects to test the Control Data PLATO system and PLATO Learning Management (PLM) software for computer-managed learning (CML) in the nursing assistant program. Positive results from the pilot tests of 11 students and observation of the September 1986 class led to application of PLATO CML with all subsequent regular and refresher students in the nursing assistant program in the 1986-87 academic year. Conclusions of the implementation project were as follows: (1) training and scheduling of nursing assistant program students was effectively and efficiently performed; (2) staff training made instructors comfortable with CML and capable of functioning as instructors in the PLATO environment; (3) the student schedule of four hours of PLATO access per day, while adequate, was perceived as too constraining by some students--evening hours were suggested; (4) present posttests were adequate, but expansion of the item bank by one-third was recommended; (5) students were quickly capable of using the PLATO system effectively and reported finding PLATO a useful and enjoyable experience; (6) incorporation of CML resulted in actual cost savings of one-third to one-half over manual, instructor-managed systems for onsite delivery of the program; and (7) the results of the CML project showed great promise for future expansion and extension to distance education. (The 30-page evaluation report is followed by the CML evaluation plan, terminal requirements, and checklist; learner's and instructor's versions of an orientation to CML module; and the pre- and posttest computer adaptation scale, with a table of results.) (KC)

ED 283 167 CS 210 581

Rhodes, Jane
Racial Coverage of the 1950s Print Media and the Case of Emmett Till.

PUB DATE- Aug 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Black History; *Mass Media Effects; Newspapers; News Reporting; *Press Opinion; Racial Attitudes; *Racial Bias; Regional Attitudes; United States History; Victims of Crime
IDENTIFIERS- *Journalism History; *Till (Emmett); United States (North); United States (South)

The Emmett Till murder case in 1955 marked the turning point in the coverage of blacks by the white American press. Till, a black teenager from Chicago, was murdered in 1955 while visiting relatives in Mississippi. The Till murder was covered extensively in the press, since the two white men charged with killing him were acquitted by an all-white, all-male jury on murder charges and later that year were found innocent by a 20-man all-white grand jury on kidnapping charges. At first, most Southern papers denounced Till's murder, but as the Northern white and black presses began investigating the case, anti-black backlash erupted in Southern publications. Vehement criticism of the South came from "The Crisis," published by the National Association for the Advancement of Colored People (NAACP), and other black publications followed suit. Editorials appearing in "Life" magazine and the "New York Times" were extremely wounding to Southern pride, and the Southern press retaliated. This media "civil war" continued for about a year after the Till case, raising the question of how to handle race-related news in the news media. By 1960, observers and the press itself agreed that coverage of blacks had improved in both the Northern and Southern press. The Till case gave America a harsh, inescapable glimpse of racial violence and injustice. Even so, problems in the press coverage of minority groups persist, and the task begun more than 30 years ago remains to be completed. (Sixty-three references are included.) (AEW)

ED 283 208 CS 210 654

North, Stephen M.
The Making of Knowledge in Composition: Portrait of an Emerging Field.
REPORT NO.- ISBN-0-86709-151-7
PUB DATE- 87
NOTE- 403p.
AVAILABLE FROM- Boynton/Cook Publishers, 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($9.80).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Researchers; *Experimenter Characteristics; Inquiry; Learning Processes; *Research Methodology; *Rhetoric; *Scientific Methodology; Teaching Methods; Writing (Composition); Writing Instruction; *Writing Research

Addressing the issue of how people come to gain knowledge in the field of composition, this book is concerned with modes of inquiry--the whole series of steps an inquirer follows in making a contribution to a field of knowledge, and with methodological communities--groups of inquirers more or less united by their allegiance to one such mode of inquiry. Since the early 1960s composition, until then a relatively neglected area, has grown tremendously as group after group of investigators have staked out a claim to a portion of the field; but while the accumulated knowledge is impressive, it lacks clear coherence or methodological integrity. This development is dealt with in six major sections, three of which examine specific modes of inquiry and contain chapters on methodological communities subscribing to each mode. Following an introduction, the chapter in the first section presents a historical discussion of how composition came to be a field of inquiry, while the second section's chapter contains a discussion of practitioners. The chapters in the third section describe the methodological communities of three types of scholars in the composition field: the historians, the philosophers, and the critics. The chapters in the fourth section deal with researchers in the field--experimentalists, clinicians, formalists, and ethnographers. The fifth section's two chapters explore the dynamics of inquiry, specifically the two phases of the "revolution" in composition. The sixth and final section presents some thoughts on the future of composition research. Notes, bibliography and an index are appended. (SKC)

ED 283 221 CS 210 682

Millard, David E.; Nagle, Stephen J.
Minds, Brains, and the Language Arts: A Cautionary Note.
PUB DATE- Mar 86

NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Brain Hemisphere Functions; Instructional Materials; Language Arts; *Learning Theories; *Neurolinguistics; Teacher Attitudes; Teacher Role; Textbook Content; *Theory Practice Relationship; *Writing Instruction; *Writing Processes

Although many composition teachers have taken to heart recent studies on the mind-brain (humanities/science) link and have begun to anticipate enhancing the teaching profession by providing a solid link between teachers of writing and "hard" scientists, such links between minds and brains should not become part of pedagogical design. Textbooks and teaching manuals that provide composition teachers with right brain/left brain exercises, or ideas on training eye movements are appearing, but brain hemisphericity studies are not as clear-cut as these texts would have teachers believe. Reasons for waiting to use mind-brain research to revise pedagogical literature include the following: (1) instructional programs derived from neurological studies ignore the peculiar experimental conditions necessary to produce the anomalous behaviors reported in the literature; (2) more recent cerebral hemisphere studies do not allow for axiomatic conclusions, because recent findings reveal functions like language are not solely based in one hemisphere; (3) classroom teachers who wish to teach individual students on the basis of hemispheric dominance really cannot do so, because no classroom is equipped to determine how an individual's brain is organized; and (4) the body of knowledge about intra-brain specialization for language production cannot be translated directly to writing, an equally complex but different type of performance. (A list of works cited and works consulted is appended.) (SKC)

ED 283 234 EA 019 403

DeSopo, Carmine
Special Programs--Special Facilities: A Marriage in Burlington, New Jersey.

PUB DATE- 22 Feb 87
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Facilities; Elementary Secondary Education; Exceptional Persons; Holistic Approach; Integrated Activities; Severe Disabilities; *Special Education; *Special Programs; *Special Schools
IDENTIFIERS- *Burlington County Special Services School Dist NJ

The Burlington County (New Jersey) Special Services School District provides comprehensive services and programs to 700 severely impaired students from the ages of 3 to 21. To provide these students with a high quality education, the district has built modern, state-of-the-art facilities designed with the needs of the handicapped specifically in mind. Because the buildings were designed for the students' physical capabilities, the school programs are able to focus on helping students develop self-sufficiency in social, academic, and economic areas. This paper discusses the ways in which the design and organization of the school and its facilities support the special education effort. Among the areas addressed are relationships with the community, the centralization of functions, the "interconnected campus" concept, student control, accessibility, the use of multipurpose and flexibly-sized spaces, the vocational program, provisions for several types of therapy, the utilization of a full-year calendar, and the opening of the facilities to the community. Throughout, the paper emphasizes the idea that the educational environment can be enhanced through full coordination of all aspects of the programs, facilities, personnel, and community with student needs in mind. (PGD)

ED 283 341 EC 192 770

Carlson, Helen L.; And Others
Servicing Low Achieving Pupils and Pupils with Learning Disabilities:
A Comparison of Two Approaches.
PUB DATE- 84

NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; *Consultation Programs; *Delivery Systems; Elementary Secondary Education; Grouping (Instructional Purposes); *Instructional Effectiveness; *Learning Disabilities; *Low Achievement; Mainstreaming; Models; Resource Room Programs; Special Education; *Team Teaching

A study explored the effects on both students and teachers of an alternative service delivery model (different from the traditional removal approach) for serving both low-achieving and learning-disabled (LD) students. The process-consultation model was chosen as the topic of this study. To its usual in-class team approach was added a focus on groups of pupils rather than on the individual student. Regular and special educators became complementary team members working with carefully structured heterogeneous small groups of students to complete academic tasks as well as learn social skills. Seven teams of teachers were trained in complementary roles, teaming skills, and cooperative learning to work with an experimental group of 21 LD and 24 low-achieving elementary and secondary school students. Measures of student achievement in reading comprehension, mathematics computation, and mathematics reasoning indicated that the model resulted in significant gains when compared to a control group of students taught with the traditional model. Experimental group students also expressed more satisfaction with the social climate over time than did pupils in the control model. Teachers saw such benefits as more time for feedback, more interactions with each other, and more positive attitudes. The study concludes that the process-consultation model provided a support system and model for both students and teachers. (CB)

Phinney, Jean S.; Ambarsoom, Hamlet
Ethnic Identity in Young Adults from Three Ethnic Groups.
PUB DATE- Apr 87
NOTE- 5p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987). For related document, see CG 019 946.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Black Students; *College Students; Ethnic Groups; *Ethnicity; *Ethnic Status; Higher Education; *Identification (Psychology); Individual Development; Mexican Americans; *Self Concept; White Students

The theoretical basis of most studies of identity development is Erikson's theory, which proposes that the achievement of a personal identity is the central developmental task of adolescence. Although Erikson mentioned the role of culture, no research has examined ethnicity directly as a dimension of identity. This study examined ethnic identity status and the relationship between ethnic identity status and other factors for three ethnic groups (Black, Mexican-American, White). Twenty undergraduate subjects from each ethnic group completed a questionnaire assessing ethnic identity status, ethnic evaluation, and personal identity status. Scores allowed an individual to be assigned to one of four ethnic identity statuses: diffuse, foreclosed, moratorium, or identity achieved. Ethnic evaluation was assessed in terms of ethnic pride and satisfaction with one's own group. Personal identity status was assessed from the ethnic identity measure. Results suggest the importance of ethnic identity status as a factor in understanding ethnic attitudes, particularly for minority groups. By late adolescence, more minority group than majority group members have thought about and made decisions concerning the meaning of their ethnic group membership, possibly precipitated by early negative feelings about their group and continuing conflicts with the mainstream culture. (ABL)

Steiner, Dirk D.; Dobbins, Gregory H.
The Role of Work Values in Leader-Member Exchange.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Conference of the Society for Industrial & Organizational Psychology (2nd, Atlanta, GA, April 3-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Attribution Theory; College Students; *Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; Higher Education; Organizational Effectiveness; *Supervisors; *Values; *Work Attitudes
IDENTIFIERS- *Leader Member Exchange

The Leader-Member Exchange (LMX) approach to leadership emphasizes the interactive nature of the superior-subordinate relationship, asserting that an individual's role in an organization is defined through a series of episodes with the supervisor. Because work-related values are potentially important subordinate characteristics in LMX development, a study was conducted to examine the role that leader and subordinate work values and leader attributions play in the development of supervisor-subordinate relationships. Undergraduate management students (N=111) with either high or low intrinsic and high or low extrinsic work values supervised the work of four theoretical subordinates. The work values of the "subordinates" were also manipulated. Analyses revealed that subordinates with high intrinsic or extrinsic work values were treated with greater negotiating latitude and were assigned more challenging tasks. Attributions for the subordinate's past high performance were more internal and less external when the subordinate had high intrinsic and extrinsic work values and when subordinates had work values similar to those of their leader. Furthermore, attributions for past subordinate performance were found to mediate the effect of work values on leader-subordinate exchanges. These findings suggest implications for organizational effectiveness. (NB)

ED 283 126 CS 008 838

Berger, Allen; Kleiman, Irene Lang

How Useful Are Workshops Conducted during National Newspaper in Education Week? Final Report.

SPONS. AGENCY- Gannett Foundation, Rochester, NY.

PUB DATE- 30 Jun 87

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Research; Elementary Secondary Education; Instructional Material Evaluation; *Instructional Materials; *Learning Activities; *Newspapers; *Program Content; *Program Effectiveness; Reading Instruction; Teacher Attitudes; *Teacher Workshops

IDENTIFIERS- *Newspaper in Education Program

A survey was conducted in March 1987, which evaluated the effectiveness of workshops on the use of newspapers in education. Questionnaire responses from 78 teacher/participants of 35 workshops in 13 states were used to determine (1) factors contributing to successful workshops, (2) implications for classrooms, and (3) suggestions for future workshops. Respondents most frequently attributed successful workshops to the workshop presenter (45%), the practical ideas/activities (30.5%), and supplies (8.5%). Of the activities learned at workshops, participants most frequently reported using specific content area tasks (28%), spelling/vocabulary instruction (22.5%), and educational games (16%); at least 10% of teachers responding cited the value of using newspapers to teach critical thinking, classification, and sequencing. Results of the study indicate that future workshops should seek, above all, enthusiastic, well-organized presenters. Recommendations for improvement of workshops include increased activities smaller, longer, more frequent meetings, and wider topic selection. (JG)

ED 283 140 CS 008 860

Lockledge, Ann; Matheny, Constance

Looking toward the Family: Case Studies of Lifelong Readers.

PUB DATE- May 87
NOTE- 24p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Family Attitudes; *Literature Appreciation; *Parent Attitudes; *Parent Role; *Reading Aloud to Others; *Reading Attitudes; Reading Research; Teacher Influence; Teacher Student Relationship

Interviews with over 200 adults, both those who enjoy reading and dislike reading, were used to investigate the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. The information provided may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Excerpts from interviews suggest that the families of those adults who read for pleasure were usually warm and loving and were families that tended to share experiences and spend time together reading and writing. There are adults, however, who describe very limited experiences with their family and yet admit to reading a great deal. Many of them were encouraged to read by a teacher, which supports the notion that school can be a shaper of adult interest in reading when family influence is limited. It is possible that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure. (Samples of complete interviews and references are included.) (Author/JC)

ED 283 154 CS 210 501

Grant-Davie, Keith A.
Readers' Perceptions of Writers' Aims in Ironic Discourse.
PUB DATE- 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Reading; Higher Education; *Irony; Literary Styles; *Reader Text Relationship; *Reading Comprehension; *Readin Processes; Reading Research; Reading Skills; *Reading Strategies; Writing Research
IDENTIFIERS- *Author Reader Relationship

Focusing on the ways in which skilled readers detect ironic subtexts in nonfiction prose, a study examined strategies used by readers to infer writers' aims in ironic discourse and compared these strategies with those revealed by other recent reading process studies. Subjects, six graduate students and five college freshmen, were asked to read aloud and comment on five short texts, some of which were ironic. A coding scheme was developed to analyze the reading protocols of three graduate students and three freshmen. The protocol analysis revealed several patterns of responses that were similar to those found by other reading studies. First, approximately half of the subjects' comments were attempts to interpret the texts--most of this interaction with the texts was local, addressing the meaning of words, phrases, sentences, and passages. Second, while the freshman subjects used most of the same strategies as the graduate students, they made fewer and a smaller variety of comments overall. Third, there were marked differences between the reading stances of individual readers, particularly among the freshmen. Finally, findings showed that one major way in which readers detected irony was by recognizing clues in particular features of the text, such as a humorous or sarcastic tone in a passage. (Eleven references are included. One text used in the study is appended.) (JD)

ED 283 195 CS 210 629

Kurth, Ruth J.
Word Processing and Composition Revision Strategies.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For a related document, see ED 277 049.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Grade 9; *Revision (Writte
Composition); Secondary Education; Teaching Methods; *Word Processing; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research

A study was conducted to determine whether the use of word processing improves both the amount and the quality of revision done by high school students. Subjects were 24 ninth grade students enrolled in a special class for interested writers, and therefore probably better than average ninth grade writers. Twelve students were assigned to an experimental group and instructed in composition using computer word processing. The remaining students did not use word processors. Students in both groups were taught skills in prewriting, draft writing, revising, and editing and were given ample opportunity to use them. Each student was assigned four compositions, which were evaluated and graded. Students could turn in as many drafts as they wanted. In each group students were assigned to revising/editing subgroups and were required to consult with them at least once before turning in any final draft. Results of the grading and evaluations indicated that word processing programs enhanced writing instruction. The group that used the word processors wrote more substantial compositions than did the other group. (Tables of data and 45 references are included.) (AEW)

ED 283 248 EA 019 466

School Building Architectural Directory, 1986.
American Association of School Administrators, Arlington, Va.; American Inst. of Architects, Washington, D.C.
REPORT NO.- ISBN-0-87652-107-3
PUB DATE- 86
NOTE- 43p.; Document largely made up of photographs, which may reproduce poorly.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stoc No. 021-00159; $7.50 plus $3.00 shipping and handling; quantity discounts; orders of less than $20.00 must be prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Architects; *Architectural Character; *Awards; Competition; Construction Costs; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Higher Education; Photographs; *Professional Recognition

For the past 37 years, the American Association of School Administrators (AASA) and the American Institute of Architects (AIA) have sponsored a competition to recognize outstanding achievements in the field of educational facility planning and design. This book represents the 1986 exhibition of school architecture as displayed at the 118th convention of the AASA. Featured in the publication are 2 special awards, 6 citation winners, and 21 additional entries. Information provided for each facility includes school name and location, architect, superintendent, grades served, size of site, student capacity, area of building, cost of construction, and completion date. Black and white photographs illustrate all the facilities, and brief comments by the jury accomapny the award and citation recipients. (MLF)

ED 283 274 EA 019 496

Blumberg, Arthur; Greenfield, William
The Effective Principal: Perspectives on School Leadership. Second Edition.
REPORT NO.- ISBN-0-205-08740-X
PUB DATE- 86
NOTE- 253p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H87406; $29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Elementary Secondary Education; Leadership Qualities; *Leadership Styles; Parent School Relationship; Power Structure; *Principals; *School Administration; Teacher Administrator Relationship
IDENTIFIERS- *Administrator Effectiveness

Unstructured interviews conducted in 1977 with eight respected elementary and secondary school principals revealed their conceptions of the principal's role and of the skills and activities that had gone into their efforts to fill that role. The eight principals are identified in terms of their outstanding characteristics, as revealed through analysis of their comments: the Organizer, the Value-Based Juggler, the Authentic Helper, the Broker, the Humanist, the Catalyst, the Rationalist, and the Politician. The book first explores how the principals' words and actions reveal their administrative attitudes and concepts of educational leadership, then draws inferences concerning effective leadership in several areas. A postinterview discussion session among six of the principals is described, and the elements of a theory of leadership are suggested. The book then provides supplementary material based on follow-up discussions held in 1984 with seven of the eight interviewees. These conversations focused on the impact of passing time on the attitudes and perceptions of the subjects, only four of whom were still principals. The book concludes with comments on the value dilemmas faced by principals and on how future study of the principalship might be organized. (PGD)

ED 283 287 EA 019 513

Lamm, Zvi
The Architecture of Schools and the Philosophy of Education.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities, Values, and Contents (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architecture; *Building Design; Educational Change; Educational Development; *Educational Facilities Design; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Foreign Countries; Interior Design; *School Buildings; Teaching Conditions; Theory Practice Relationship

Changes in instructional methods and ideologies depend on simultaneous changes in the physical environment for the practice of those methods. School architecture results from the type of activity dictated by educational theories. One of the principal ideologies of education is socialization, which perceives education as a process of preparing students to fulfill societal roles. The ideal design for buildings reflecting this bureaucratic conception would resemble an industrial factory complete with an assembly line. A second major ideology is acculturation, which asserts that the purpose of education is to inspire students with a sense of culture and traditional values. The exterior architecture for schools supporting this conviction would show a reverence for the past; for example, an elite school might look like a Greek temple. However, this architecture would not penetrate to the classroom. According to a third ideology, individuation, education is intended to serve the intrinsic needs of individual students. The open space architecture and activity centers of open schools reflect the individuation ideology. (RG)

ED 283 299 EA 019 529

Haenn, Joseph F.
The Application of Research to State-Level Decisionmaking: A Regiona
Educational Laboratory State Policy Collaborative.
PUB DATE- 21 Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Cooperative Planning; Differences; Educational Change; Elementary Secondary Education; *Institutional Cooperation; National Organizations; Participative Decision Making *Policy Formation; *Regional Characteristics; Regional Cooperation Research Utilization; State Officials; *Statewide Planning
IDENTIFIERS- *Collaborative Research; Policy Analysis; Policy Issues *Regional Educational Laboratories

A system of Regional Educational Laboratories (RELs) was organized in December 1985 covering all 50 states and the territories. Each of the nine laboratories addresses regional needs for school improvement. This report (1) provides lab names, states served, and contact information; (2) describes REL tasks; and (3) focuses on REL collaboration on state policy. Each REL must address five tasks (two of these tasks must relate to working with state-level decisionmakers). Another task must relate to school improvement issues; examples of individual laboratory efforts include issue-specific analysis, research, and communication among state-level groups. Another task requires labs to "work in collaboration with centers and other labs on regional and national educational problems." One of the targeted themes, collaboration on state policy, aims to enhance policy support systems and to provide methods to share and extend labs' products and resources. Activities that have occurred or are planned for 1987 to support this theme include the following: (1) name a lab institutional coordinator; (2) conduct planning sessions; (3) develop a policy issues framework; (4) compile policy documents; and (5) work with state-level policy aides. Although it is early in the collaborative effort, a number of findings has already emerged. The labs should benefit from the networks established with national organizations, and the national organizations can use RELs to focus regional activity and to disseminate services. Efforts to identify and track reform activities seem to be particularly important to state decisionmakers; RELs' projected policy issue materials will be useful tools in the policy analysis process. The training of legislative aides is a key to the development of informed state policy for reform. (CJH)

ED 283 313 EC 192 742

Hippolitus, Paul
College Freshmen with Disabilities Preparing for Employment. A Statistical Profile...
American Council on Education, Washington, DC. HEATH Resource Center.; President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Age Differences; *Career Choice; *College Freshmen; College Students; *Disabilities; Financial Support; Higher Education; Incidence; Income; National Surveys; Self Esteem; Statistical Data; Trend Analysis

The report provides statistical data on disabled American college freshmen based on a 1985 survey of almost 300,000 entering college freshmen at 546 institutions of higher education. Information on income, funding sources, academic achievement, academic goals, career aspirations, and political views was collected. Results indicated an increase to 7.4% in number of students indicating they had a handicap (from 2.6% in 1978). Other results indicated that disabled college freshmen tended to be older, less academically prepared for a higher education, less self confident, and more dependent on grants, scholarships, and loans. Disabled students were slightly more ambitious in aspiring to associate, doctorate, medical and law degrees than freshmen in general. Disabled freshmen were more interested than other freshmen in the arts and humanities, education, physical sciences, social sciences, and technical studies; and less interested in business and engineering. When asked about their probable career choice, disabled adolescents indicated the same interests as all freshmen, except for a lower ambition to achieve executive positions in business and a slightly higher ambition to be a physician. (DB)

Implementation of the Education of the Handicapped Act Public Law 94-142 . Ninth Annual Report to Congress. Executive Summary.
Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 87
NOTE- 9p.; In: Implementation of the Education of the Handicapped Act Public Law 94-142 . Ninth Annual Report to Congress; see EC 200 550.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); *Delivery Systems; *Disabilities; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; Government Role; Handicap Identification; Mainstreaming; Program Evaluation; *Program Implementation; Special Education Teachers; State Aid; State Programs
IDENTIFIERS- *Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1983

The executive summary of the ninth annual report to Congress examines progress made in implementing the requirements mandated by P.L. 94-142, the Education of the Handicapped Act, as amended by P.L. 98-199 with a specific focus on activities during the school year 1985-86. Data are presented regarding the four major purposes of the Act: (1) to assure that all handicapped children receive a free appropriate public education; (2) to assure that the rights of handicapped children and their parents or guardians are protected; (3) to assist states and localities in educating all handicapped children; and (4) to assess and assure the effectiveness of programs educating handicapped children. Information is summarized according to the following subcategories: number of students served, related services received, least restrictive environment, personnel employed and needed, the number of handicapped youth who exited special education services, anticipated service needs of students exiting the system, services in need of improvement, implementation of due process requirements, entitlement and discretionary monies, expenditures, and program effectiveness and evaluation. (DB)

ED 283 003 CE 047 440

Beverages. Learning Activity Pack and Instructor's Guide 5.3. Commercial Foods and Culinary Arts Competency-Based Series. Sectio
5: Basic Food Preparation.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. o
Vocational, Adult, and Community Education.

REPORT NO.- IE-320-BK-85; IE-321-BK-85

PUB DATE- Jan 85

NOTE- 84p.; For other documents in this series, see CE 047 434-456.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Equipment Utilization; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education

IDENTIFIERS- *Beverages; Florida; Food Preparation

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with preparing and serving beverages and caring for the equipment used to make them. Illustrated information sheets and learning activities are provided in these areas: types of beverages and their market forms; pouring beverages; rules for preparing coffee, standards for judging coffee, and coffee-making equipment; preparing coffee, cleaning the equipment, and serving coffee; rules for preparing tea, standards for judging tea, and preparing hot and iced tea; preparing hot cocoa; preparing fruit beverages; and soft drinks. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

ED 283 017 CE 047 454

Dining Room Service/Performing Sidework. Learning Activity Pack and Instructor's Guide 8.1b. Commercial Foods and Culinary Arts Competency-Based Series. Section 8: Related Services.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

REPORT NO.- IE-360-BK-85; IE-361-BK-85

PUB DATE- Jan 85

NOTE- 59p.; For other documents in this series, see CE 047 434-456.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Dining Facilities; Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education; *Waiters and Waitresses

IDENTIFIERS- Florida

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with kinds of dining room and food-service work other than serving food directly to a guest. Illustrated information sheets and learning activities are provided in these areas: how to arrange tables and chairs, how to place table coverings, how to fold napkins, how to replenish supplies, sidework tasks, how to review a menu, and how to use a menu board. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

Weltman, Karen; Steil, Janice
Power Strategies: Determinants in Marital and Professional Relationships.
PUB DATE- Aug 86
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Employer Employee Relationship; Interpersonal Competence; *Interpersonal Relationship; *Marriage; Power Structure; *Professional Personnel; *Sex Differences; *Spouses
IDENTIFIERS- *Power Strategies

Power and influence are fundamental determinants of the direction and quality of interpersonal relationships. Research has shown that women tend to have less power than men in their intimate and professional relationships and that men are more likely than women to use direct strategies to achieve their goals. A study was conducted to investigate the determinants of and extent to which men and women use different power strategies in their marital and professional supervisory relationships. Thirty professional childless couples completed questionnaires assessing the comparability of their resources, their value orientations, self-confidence, and the extent to which they reportedly used direct and indirect strategies in their relationships. Findings showed that both men and women used direct as compared to indirect strategies more frequently in both professional and intimate relationships. Furthermore, there were no differences in the frequency with which men and women said they used direct and indirect strategies in their professional capacities. However, wives reported using indirect strategies more frequently in their marital relationships than did husbands. Higher age levels, greater self-confidence, higher endorsement of autonomy, achievement, and dominance as well as higher absolute and relative salaries were associated with less frequent use of indirect strategies by wives. Several tables are provided. (Author/NB)

ED 283 099 CG 019 988

Pollock, Charles R.

Enrollment Management: No Little Plan for the Future of Student Affairs.

PUB DATE- Mar 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; *College Planning; College Students; Declining Enrollment; Educational Trends; *Enrollment; Enrollment Projections; *Enrollment Trends; *Higher Education
IDENTIFIERS- *Enrollment Management

Enrollment management deals with the quantity of students an institution enrolls; student body composition; and the quality of students, services, and programs. The enrollment growth in American higher education institutions has ceased and a decline is expected due to: (1) lack of financial aid; (2) a prosperous economy; (3) a less promising job outlook for college graduates; (4) competition from the military for high school graduates; and (5) a decline in the numbers of 18-24 year olds. Enrollment management is a holistic concept stressing a campus-wide approach to address issues of recruiting and retention as well as viewing the student as a "whole" person. To examine existing enrollment management programs, admissions directors (N=228) from institutions with enrollment management programs were interviewed in December 1985. Data were collected on institutional activities, the respondents' opinions on enrollment management issues, and institutional characteristics. The results indicated that institutions with enrollment management programs were doing more of the "right" things than were institutions not having programs. Establishing an enrollment management program appeared to be worth the commitment of resources necessary. When establishing an enrollment management program, colleges and universities should consider goals and objectives, institutional environment, structure, skills needed by staff, and research and evaluation of the program. (ABL)

ED 283 113 CG 020 002

Summerville, Mary B.; And Others
The Relationship of Body Type, Sociometric Ratings, and Self-Perceptions in Children.
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Body Image; Body Weight; Elementary Education; *Elementary School Students; Interpersonal Attraction; Mothers; *Obesity; Parent Child Relationship; *Peer Evaluation; Peer Relationship; *Self Concept; *Sociometric Techniques

While clinical populations of obese children have been shown to possess negative self-images, little evidence exists that overweight children in non-clinical populations are discriminated against by their peers or possess negative psychological self-evaluations. A study was conducted to examine the relationship among body type, sociometric measures, and self-evaluations in first-, third-, and fifth-graders. Subjects (N=143) had heights and weights taken, responded to sociometric questionnaires, rated their liking for class members, nominated the three classmates they liked the most and the three they liked the least, and completed grade appropriate forms of the Harter Self-Perception Scale. Weight percentile was found to significantly predict sociometric ratings and social preference scores for first graders, with obese children receiving lower evaluations than nonobese children. Body type was not significantly related to any of the sociometric measures for other grades. The subscales on the self-perception assessment differentially predicted sociometric measures at the three ages. These findings suggest that overweight young children are affected by a social stigma. The best predictors of sociometry for first graders were the mother-child relationship, perceptions of peer acceptance, and concrete characteristics such as body type. With development, family ties and body type appeared to give way to more psychological attributes such as perceptions of social acceptance, behavioral adequacy, and physical appearance. (NB)

Trager, Robert
Media Access to Pretrial Discovery Documents: Beyond Reach?
PUB DATE- Aug 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Censorship; *Civil Liberties; Constitutional Law; *Court Litigation; *Freedom of Information; *Freedom of Speech; Justice; *News Media; News Reporting; Press Opinion; Privacy
IDENTIFIERS- *Pretrial Discovery Information; Public Interest

The press and public should have access to pretrial discovery documents in civil litigation when matters of public concern are at issue. Recently, the Supreme Court expanded the public's First Amendment right of access to criminal proceedings, and based on that, some lower courts have granted access to civil trials. In its decisions establishing public right of access to criminal court proceedings, the Supreme Court established that (1) the requested right of access must be rooted in judicial history, and (2) access must serve important public interests, particularly the opportunity for the public to assess how well the judicial system functions. Access to civil discovery documents meets both these criteria, and therefore the public and press should have a First Amendment right to examine such material. Courts refusing access to pretrial discovery documents have relied on the Supreme Court's opinion in "Seattle Times Co. v. Rhinehart." "Rhinehart" arose from an action for defamation and invasion of privacy filed by the head of a "spiritualist church." But "Rhinehart" is inapplicable to most cases in which access has been sought. Several courts have recognized that public interest demands access in certain cases, and this view should be adopted widely. Continued secrecy prevents the press and public from learning about matters which may affect them directly. (Six pages of footnotes are included.) (AEW)

ED 283 182 CS 210 610

Jeffers, Dennis W.

Putting the "Public" First in Public Relations: An Exploratory Study of Municipal Employee Public Service Attitudes, Job Satisfaction and Communication Variables.

PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; *Employee Attitudes; Job Performance; Job Satisfaction; *Labor Relations; Municipalities; *Organizational Communication; *Public Relations; *Public Service; *Work Environment

A study was conducted to determine (1) which actions municipal employees consider important to a city's overall public relations effort, (2) the attitudes of city employees toward public service activities, (3) the relationship between attitude and job satisfaction, and (4) ways to improve employee attitudes and, perhaps, public service performance. Quantitative data were gathered from over 70% of the employees of a midwestern municipality (population 40,000) during a series of communication-oriented workshops. The purpose of the workshops was not only to gather data but to train public service employees in communication techniques and public relations. Results confirmed the importance of the link between communication and job satisfaction. "External" duties--those involving interaction with the public--were identified as most important to the public relations effort. Employees' attitudes toward public service was generally good, and there was a strong correlation between job satisfaction and communication (happier employees are more likely to communicate about specific issues). Based on the results, specific recommendations for municipal employee training programs designed to enhance public service related attitudes, and thus improve a city's overall public relations program, were developed. (Tables of data and 19 references are included.) (AEW)

ED 283 235 EA 019 404

Enell, Nancy C.
Local Quality and Effective Schools Indicators.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina del Rey, CA, November 13-14, 1986). The matrices use small print.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Quality; Elementary Secondary Education; Evaluation Needs; Information Needs; *Management Information Systems; Program Evaluation; School Districts; School Effectiveness
IDENTIFIERS- California; Sacramento City Unified School District CA

The Sacramento City (California) Unified School District found its own way to combine local school effectiveness assessment with state required local district quality reports. The evaluation matrix developed by the district identified information needed in six district goal areas for local long-range planning, the state-required reports, and an effective schools assessment. The six goal areas affected were student achievement, the learning environment, staff and student morale, partnership with the community, facilities, and management programs. All the information needs identified were then addressed through one comprehensive information system, a procedure allowing several reporting requirements to be met with the smallest possible duplication of effort or allocation of resources. From the information gathered using the instruments that were developed in light of the information needs, the district produced site-specific reports, goal-specific reports, and district summaries, all of which could be combined in various ways for different reporting purposes. This document briefly describes the development of the information-gathering and -reporting system and presents matrices that display the relationships among information needs, required reports, goal areas, and information-gathering instruments. Significant districtwide findings are listed briefly. (PGD)

ED 283 328 EC 192 757

Review of Issues in Intelligence Test Use in Alberta Schools.

Alberta Dept. of Education, Edmonton. Special Educational Services Branch.
PUB DATE- Nov 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- Culture Fair Tests; *Disabilities; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Gifted; *Intelligence Tests; Labeling (of Persons); Student Placement; Student Rights; Testing Problems; *Test Use
IDENTIFIERS- *Alberta

This review of issues involved in the use of intelligence tests in Alberta (Canada) schools included consideration of: the nature of intelligence; the measurement of intelligence (instrument variables, examiner variables, and interpretation variables); student rights; implications of intelligence test results in decision making (labeling of students, student placement); special populations (minority, English as a second language, learning-disabled, behaviorally disordered, physically disabled, and gifted students); and policies on intelligence tests in Canada and the United States. It was concluded that the present literature regarding this subject is inconclusive, with no general consensus existing on a single operational definition of intelligence. Consensus, however, was found for three points: (1) the nature of intelligence is culturally relative; (2) ability alone rarely determines performance; and (3) intelligence is a dynamic, fluid, and multi-trait construct. There was also a degree of agreement that, when properly used, intelligence tests provide useful information which can form the basis for constructive planning. A survey of Alberta school jurisdictions showed a lack of consistency, continuity, and any uniform procedures across the province. A glossary of testing related terms and a list of references are included. (CB)

ED 283 342 EC 192 771

Baker, Beryle; Blanding, Marcia
Bridging the Gap: College Preparation for Disabled Students.

PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Preparation; College School Cooperation; *Counselor Role; *Disabilities; Higher Education; Secondary Education; Student Development; *Student Problems; Student Responsibility; Student Rights; Transitional Programs

The transition from high school to college can be challenging and stressful for any student; it can prove to be an overwhelming experience for disabled students. Among major problems disabled students experience are: the perception that disabled persons are passive and need assistance in all areas; a lack of awareness of their rights and responsibilities regarding the proper use of support services; and the inability of postsecondary student development specialists to determine to what extent a student's academic needs may have been met in the past. Among recommendations for high school counselors and others involved in preparing disabled students for college are: motivate students to learn more about their disability, devices, and learning style; make students aware of attitudinal barriers and help them to develop appropriate strategies for overcoming them; direct parents and students to begin the search for an appropriate college as early as possible; make students aware of educational and career opportunities; promote the use of community resources; involve students in extracurricular activities and work experiences; develop information-sharing programs between secondary and postsecondary institutions; and provide opportunities for students to meet with successful disabled college students. (CB)

ED 283 044 CE 047 527

Boggs, David L., Ed.
Twenty-First Century Challenges. Proceedings of the Golden
Anniversary Conference on Graduate Study in Adult Education
(Columbus, Ohio, October 17-18, 1986).
Ohio State Univ., Columbus. Coll. of Education.
PUB DATE- Oct 86
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Historical Materials
(060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Programs; College Graduates;
Continuing Education; Doctoral Programs; *Educational History;
*Educational Philosophy; *Educational Trends; Futures (of Society
*Graduate School Faculty; Graduate Students; *Graduate Study;
Higher Education; Masters Programs
IDENTIFIERS- Commission of Professors of Adult Education; *Ohio Sta
University

This document contains eight papers presented at a conference hel
to commemorate the 50th anniversary of the founding of the graduate
school of adult education at Ohio State University. After a
foreword by David Boggs, the following papers are included:
"Reflections on the Commission of Professors of Adult Education"
(Burton Kreitlow); "Reflections on the Early Years of Graduate
Study in Adult Education at the Ohio State University" (Andrew
Hendrickson); "Reflections of Former Graduate Students in Adult
Education at the Ohio State University: A Panel Discussion"
(Carolyn Minus, Anne Bostwick, Jay McCreary, Ellen Beck, James
Smith); "Adult Education and the Adult Educator of the Future"
(Roger Hiemstra); and "Analyzing Higher Continuing Education"
(Jerold Apps). Lists of the conference planning committee and
conference participants complete the document. (KC)

ED 283 261 EA 019 481

Rizvi, Fazal
Administrative Leadership and the Democratic Community as a Social Ideal.
Deakin Univ., Victoria (Australia).

REPORT NO.- ISBN-0-7300-0417-1
PUB DATE- 86
NOTE- 122p.; Prepared as course material for "Educational Leadershi in Schools."
AVAILABLE FROM- Publication Sales, Deakin University Press, Deakin University, Victoria 3217, Australia ($12.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Bureaucracy; *Democracy; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Parent Participation; Participative Decision Making; Power Structure; *Social Environment; Teacher Participation; Vertical Organization

Democratic participation in education suggests that communities will be served best when decision-making is decentralized and when people--teachers, parents, and students alike--are encouraged to participate directly in making decisions that affect them. In contrast, the notion of administrative leadership implies hierarchical elevation of chief executive to an extraordinary level of power, centralizing decision-making and control of resources in the hands of a few. It is argued in this essay that the possibility of democratic governance can be resurrected by illustrating that bureaucratic rationality, in the form of administrative hierarchy, is fundamentally mistaken and involves a language of political control through which political and moral claims are presented in the guise of technical necessity. Eighty-five references conclude the essay. Three readings on this topic complete the monograph: (1) "Democracy and Educational Administration" (J. Dewey); (2) "The Case for Decentralization" (P. Goodman); and (3) "Bureaucracy and Democracy" (D. F. Thompson). An annotated bibliography and information about the author are included. (WTH)

DOCUMENT RESUME

FL

ED 283 357 FL 016 440

Corro, Raymond L.
Onomatopeya, Derivacion y el Sufijo -azo. (Onomatopeia, Derivation, and the Suffix -azo).
PUB DATE- 85
NOTE- 8p.
LANGUAGE- Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Componential Analysis; Diachronic Linguistics; Etymology; Form Classes (Languages); *Language Patterns; *Lexicology; *Literary Devices; Morphemes; *Morphology (Languages); Nouns; *Spanish; *Suffixes; Verbs
IDENTIFIERS- *Onomatopeia

The nature and source of onomatopeic words in Spanish are discussed in order of decreasing resemblance to the sound imitated. The first group of onomatopeic words are the interjections, in which sound effects and animal sounds are expressed. Repetition is often used to enhance the effect. The second group includes verbs and nouns derived from the interjections. In Spanish most such verbs belong to the first conjugation, e.g. "aullar," "balar," "bramar," "ladrar"; however, their respective noun forms, "aullido," "balido," "bramido," "ladrido," resemble phonetic participles of the second and third conjugation. A third group consists of words formed from a root plus the suffix -azo. The root corresponds to the name of the object or instrument which will affect the action. The suffix "-azo" gives force to this object or instrument. The phonological source of the noun suffix is assumed to be the Latin adjective suffix "-aceu," which indicates resemblance, composition, or the material of which meaning is made. However, its development meaning as a noun suffix is a Spanish innovation that is better understood in the context of onomatopeia. (LMO)

DOCUMENT RESUME

ED 283 373 FL 016 762

King, Simon T.
Cognitive Correlates of Culturally Dissimilar Word Meanings in the Two Languages of the Bilingual.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; College Students; Contrastive Linguistics; Correlation; *Cultural Context; *Cultural Differences; English (Second Language); Foreign Students; Higher Education; Intercultural Communication; Japanese; *Language Processing; Semantic Differential; *Semantics; Uncommonly Taught Languages

A study assessed the effect of American/Western culture on English-speaking Japanese bilinguals as reflected in differences in the connotative meanings of certain kinds of words. Differences in culturally determined meanings were examined in translation-equivalent concrete concepts, abstract words, and personality attributes, as measured on a semantic differential scale, among 35 Japanese college students in the United States. Results indicate that: (1) equivalent concepts in Japanese and American English differ in affective meaning for the same bilingual subjects, and (2) such shifts in meaning are reflected differentially by individual factors in the three concept domains. In addition, in the personality-attribute domain, the shifts in meaning for four out of eight words were in directions contrary to known cultural differences. In general, the results support the proposed existence of separately coded meaning systems and provide evidence for separately maintained verbally mediated cognitive systems. The maintenance of two meaning systems facilitates coping with and adapting to the conflicting values and attitudes of two different cultures. (MSE)

DOCUMENT RESUME

ED 283 387 FL 016 785

Crandall, JoAnn, Ed.; And Others
ESL through Content-Area Instruction: Mathematics, Science, Social Studies. Language in Education: Theory and Practice, No. 69.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-13-284373-0-01
PUB DATE- 87
NOTE- 140p.
CONTRACT- 400-86-0019
AVAILABLE FROM- Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994 ($9.33).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Genera (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Classroom Communication; Classroo Techniques; Course Content; Course Organization; Curriculum Development; Educational Strategies; Elementary Secondary Education; *English (Second Language); *English for Special Purposes; Instructional Materials; Language Processing; Language Proficiency; Lesson Plans; *Limited English Speaking; *Mathematics Instruction; Problem Solving; *Science Instruction; Second Languag Instruction; *Social Studies; Vocabulary Development
IDENTIFIERS- *Content Area Teaching

Three essays focus on integrating subject matter and the English used to communicate it as a technique for teaching limited-English-proficient students. "Integrating Language and Mathematics Learning," by Theresa Corasaniti Dale and Gilberto J. Cuevas, discusses the vocabulary, syntax, semantics, and discourse features of mathematics; the role of language learning in mathematics, including the relationship of language proficiency and mathematics achievement and the phenomenon of mathematical thinking; learning mathematics through a second language and a second language through mathematics; specific instructional strategies for integrating the two; mathematics-based strategies for the English-as-a-second-language (ESL) classroom; and developing problem-solving activities to promote second language learning. "ESL and Science Learning," by Carolyn Kessler and Mary Ellen Quinn, examines the relationship between science processes and language; the ethnoscientific perspective and language; language acquisition processes in science contexts; and adapting materials for science and ESL development. "ESL and Social Studies Instruction," by Melissa King, Barbara Fagan, Terry Bratt, and Rod Baer, discusses why social studies is or should be a component of ESL instruction; aspects of curriculum development and program design; staff development and teacher training issues; and effective teaching strategies. Model elementary and secondary social studies lessons are included. A 13-page reference list is provided. (MSE)

DOCUMENT RESUME

ED 283 403 FL 016 801

Arlington, David
Foreign Languages in Oregon Schools. A Statistical Profile, Preschool to University, Public and Nonpublic.
Oregon State Dept. of Education, Salem.
PUB DATE- May 87
NOTE- 117p.; Most of document is set in small type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Classical Languages; Elementary Secondary Education; *Enrollment Rate; *Language Enrollment; Language Teachers; Postsecondary Education; Private Colleges; Private Schools; Public Colleges; Public Schools; *School Statistics; *Second Language Instruction; Second Languages; State Surveys; *Statistical Analysis; Teaching Assistants; Uncommonly Taught Languages
IDENTIFIERS- *Oregon

Data on foreign language enrollments in Oregon schools are presented in tabular form. Statistics include the numbers and percentages of students, teachers, and teaching fellows at each school level (higher education, continuing education, secondary, middle, and elementary); in each school type (state and independent colleges, community colleges, and public and private junior and senior high schools, one-teacher schools, and combined schools); and for each commonly and uncommonly taught language. Sampler course enrollments are included. Several pie and bar graphs illustrate distributions. (MSE)

DOCUMENT RESUME

ED 283 418 HE 020 391

Bachelor's and Higher Degrees Awarded in 1984-85. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-329B
PUB DATE- Mar 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *College Graduates; *Degrees (Academic); Doctoral Degrees; Females; Geographic Distribution; *Higher Education; Intellectual Disciplines; *Majors (Students); Males; Masters Degrees; National Surveys; *Professional Education; Trend Analysis

The number of earned bachelor's and higher degrees conferred are summarized by degree level, field of study, and sex of recipients, based on the the Survey of Degrees and Other Formal Awards Conferred between July 1, 1984 and June 30, 1985, as part of the Higher Education General Information Survey. While the number of degrees awarded to women increased at all levels in 1984-1985, the number of degrees awarded to men showed no growth, except at the bachelor's level, which remained about the same. For the second consecutive year, education and engineering remained the only two program areas ranked among the top five in numbers of degrees awarded at each level. The award of bachelor's degrees in mathematics increased by 14.6%. The percent increase in mathematics was second only to that in computer and information sciences. Almost half of the first-professional degrees were in law and more than one-fifth were in medicine. Degrees in pharmacy had the largest percent increase and the theological professions showed the second largest increase. The top five fields of study at each level are identified. Data on degrees conferred by state, level, and recipient sex are also shown. (SW)

DOCUMENT RESUME

ED 283 432 HE 020 406

Okutsu, James K.
Asian American Students: A Look at San Francisco State.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; *College Students; Ethnic Studies; Higher Education; *Learning Experience; *State Universities; *Student Attitudes; *Student College Relationship
IDENTIFIERS- *San Francisco State University CA

The attitudes of American Asian students at San Francisco State University toward their education were studied. Responses were obtained from 585 students who were enrolled in Asian American Studies classes in spring 1986. Sixty percent of the sample were of Chinese ancestry, 20% were Filipino, and 20% were other Asian (including Japanese, Korean, Southeast Asian, and Pacific Islanders). Findings include: 65% considered the quality of instruction at the university as either excellent or good; about 60% were pleased with the variety of courses and the content; 70% felt their Asian American studies classes were excellent or good; 58% rated the general education program as fair, poor, or very poor; 64% felt advising services were either fair, poor, or very poor; students were critical of career guidance and of the availability of financial aid; and 61% viewed the social, cultural, and recreational activities and facilities at the university as fair, poor, or very poor. Information was also obtained about the family background of the students. Comparisons of the responses of American-born Asian American students, immigrants, and immigrants of less than 9 years were made. (SW)

DOCUMENT RESUME

ED 283 447 HE 020 425

Mei, Dolores M.; And Others
Chapter 1 College Discovery and Development Program Student Outcome Data, 1985-86. End-of-Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Mar 87
NOTE- 28p.; Prepared by the O.E.A. High School Evaluation Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; College School Cooperation; Higher Education; High Schools; *High School Students; Mathematics Skills; *Outcomes of Education; Pretests Posttests; *Program Effectiveness; Reading Skills; *Remedial Instruction; Writing Skills
IDENTIFIERS- *City University of New York; *College Discovery And Development Program

Outcome data are presented for students who participated in the 1985-1986 College Discovery and Development (CDD) program, which is affiliated with the City University of New York, and provides basic skills instruction in reading, writing, and/or mathematics. Information is included on the participants rate; reading, writing, and mathematics test results; and attendance by school and by grade. Full-year students were tested with standardized, norm-referenced tests, while half-year students were assessed using criterion-referenced tests. Pretest and posttest scores were used to determine program effectiveness in remediating basic skills deficiencies. For 1985-1986, 647 students from three Chapter 1-funded high schools participated in CDD reading and writing classes, and 296 students received CDD mathematics instruction. CDD met its overall program evaluation objectives for full-year and half-year writing students and for half-year mathematics students, but not for full-year mathematics students. Of full-year students with valid scores, 67% met the reading objective. In writing, 81% of full-year students and 77% of half-year students met the objective. Of those with complete mathematics results, 63% full-year and 79% half-year students met the objectives. (Author/SW)

DOCUMENT RESUME

ED 283 461 HE 020 443

Thomas, Alice
The Role of Assessment in Minnesota Institutions of Higher Education.
PUB DATE- Feb 87
NOTE- 43p.; For related document, see HE 020 441. Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Administrator Attitudes; Community Colleges; *Educational Assessment; *Educational Quality; Evaluation Utilization; *Higher Education; Improvement Programs; *Information Needs; Institutional Research; Private Colleges; Public Colleges; Questionnaires; Technical Institutes
IDENTIFIERS- *AAHE Assessment Forum; *Minnesota

Views of the chief academic officers at Minnesota colleges concerning assessment were surveyed. Responses were received from 17 private colleges, 5 University of Minnesota campuses, 7 state universities, 18 community colleges, and 33 area vocational-technical institutes. For each type of institution, survey results are presented concerning: the extent of discussion and planning concerning assessment, the climate for assessment and obstacles, types of assistance needed to conduct assessments, the role of assessment, and the types of assessment information collected. To determine what assessment information was collected, a second questionnaire was sent to institutional research officials at the campuses. There appeared to be a high level of discussion and/or planning activity regarding quality and assessment in Minnesota institutions among faculty, administrators, and boards. The type of assessment discussion and planning varied with institutional type. With the exception of the vocational-technical institutes, the institutions supported focusing assessment on broadly defined outcomes rather than easily learned skills and knowledge. In general, the colleges wanted to tie assessment to improving instruction and including feedback to students. Appended are the questionnaires and average responses for each item. (SW)

DOCUMENT RESUME

ED 283 475 HE 020 463

Geographic Origins of Students, Fall 1986. Volume II. Report No. 2-87.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- May 87
NOTE- 487p.; For related documents, see HE 020 462-464.
AVAILABLE FROM- State University of New York, Central Administration, Office of Institutional Research, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; College Transfer Students; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; School Location; State Colleges; *State Universities; Undergraduate Students
IDENTIFIERS- *State University of New York

Fall 1986 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) are presented. This second of three volumes presents data on credit course students by origin or origin grouping. Contents include: separate tables for each New York State county; the permanent residence of students from outside of New York State broken down by standard geographic regions; the percent distribution of all undergraduate and graduate credit course students in terms of institutional totals distributed across four New York State Planning Regions, and region totals distributed across institutions; and percent distribution of all first-time, full-time undergraduate credit course students and transfer undergraduate students in terms of institutional totals distributed across the four New York State Planning Regions. Categories of geographic areas outside New York State include: the rest of the United States, U.S. territories and possessions, the Far East, Near and Middle East, Europe, Caribbean, Africa, South America, Oceania, Central America, and North America. (SW)

DOCUMENT RESUME

ED 283 489 HE 020 513

A Report by the Board of Regents to the Governor and the Legislature on the Aid for Part-Time Study Program: The Second Year.
New York State Education Dept., Albany.
PUB DATE- Dec 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Eligibility; Higher Education; *Part Time Students; *Program Administration; *State Aid; *Student Financial Aid; *Undergraduate Students
IDENTIFIERS- *Aid for Part Time Study Program NY; *New York

A report on New York State's Aid for Part-Time Study Program (APTS for the 1985-1986 academic year is presented. APTS was created as a campus-based award program where recipients and award amounts are determined locally by the participating institution. The program provides up to $2,000 in annual awards to part-time undergraduate students matriculated in approved degree, diploma, and certificate programs in degree-granting institutions. Information is presented on student eligibility criteria, institutional procedures, and 1986 operations. Recommendations are offered concerning the issues of tuition liability, the number of credits students need to complete for APTS eligibility, and an income ceiling for independent students with dependents. For each sector of postsecondary education, data are provided on the allocations and total awards, number of recipients, average award, and the value of state-reimbursed awards for the program during the 1984-1985 and 1985-1986 academic years. Legislative changes that will be enacted during the 1986-1987 academic year are specified. Findings include: of 199 eligible institutions, 148 made awards; of about 125,000 potentially eligible part-time students, 6,534 received awards, and an average award for 1985-1986 was $594. (SW)

DOCUMENT RESUME

ED 283 503 IR 012 707

Hofmeister, Alan M.; And Others
The Development and Validation of an Instructional Videodisc Program.
PUB DATE- Feb 86
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Field Tests; *Formative Evaluation; *Instructional Design; *Instructional Effectiveness; Instructional Material Evaluation; *Interactive Video; *Material Development; Mathematics Instruction; Staff Development; Student Attitudes; *Videodisks

A series of videodisc-based mathematics products have been developed by the cooperative effort of the University of Oregon, Utah State University, and various school districts. The products were designed to: (1) achieve educationally significant changes in student achievement and attitudes; (2) be consistent with group and individual classroom management practices most commonly used by effective public school teachers; (3) capture and model curriculum-specific practices identified in the research literature on effective teaching; (4) require modest investments in staff development and supervision for effective implementation and maintenance; and (5) be consistent with school budgets. During formative development, prototype versions of the product were field tested and revised until predetermined standards of student mastery were met. The product was then exposed to challenging instructional settings for stress testing. During the independent regional implementations and evaluation phase, school districts in different geographical areas reviewed, implemented, and evaluated product effectiveness. Comparative field test results and the rationale for the instructional design and use of videodisc technology are included in this report. The appendix describes different types of instructional videodisc programs in relation to needs and resources of public schools. (Author/MES)

DOCUMENT RESUME

ED 283 516 IR 012 720

Heap, James L.
Organizational Features of Collaborative Editing Activities at a Computer.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 87
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Document contains extremely small print.
GRANT- 410-85-0607
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Editing; Foreign Countries; *Group Dynamics; *Interaction Process Analysis; Interpersonal Relationship; Microcomputers; Moral Values; Primary Education; Social Behavior; *Word Processing; Writing (Composition); Writing Laboratories; *Writing Processes
IDENTIFIERS- Canada; *Collaborative Writing

Based on an examination of the organizational features of editing during collaborative computer writing in a combined first and second grade classroom in a Catholic school during the 1985-86 school year, this paper argues that there is a fundamental difference between collaborative and solo computer writing, and that collaboration during computer editing sessions depends on a social organization which serves both instrumental and moral values. The essay begins by describing the research methodology used and the type of collaboration addressed, i.e., one in which one student is designated as the writer and the other as the helper. The role of the computer in the editing process is then described, and the rights and responsibilities of the writer and the helper are also considered, including value dimensions of collaborative editing. It is proposed that the relation between writer and helper rights and responsibilities for arranging be seen as an organization of preference. A rule system for arranging which is realized through machinery for discourse and action during collaborative computer writing is described, and differences between such machinery and naturally-occurring conversation are discussed. Conversations and actions in four cases from a videotaped computer writing session are presented to support the claim for an organization of preference for writer over helper in arranging text. It is concluded that the various socially organized ways people have of using computers, both collaboratively and individually, warrant further attention before decisions can be made on how computers should be used in classrooms. Extensive notes, a list of 34 references, and four appendices are included. (MES)

DOCUMENT RESUME

ED 283 530 IR 052 002

Gaylord, Mary; And Others

The Library Information Desk: Needs Assessment and Service Alternatives. (Committee Report, Kent State University Library, Fall, 1986).

PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Personnel; *Library Planning; Library Statistics; Library Surveys; *Reference Services; Student Needs; *User Needs (Information); Use Studies
IDENTIFIERS- *Information Desks; *Kent State University OH; Reference Questions

This report documents a study undertaken to determine the feasibility of and need for an information desk at the Kent State University (KSU) Library. Study methodology included gathering information through a review of the literature and a telephone survey of six academic libraries in Ohio comparable in size and holdings to KSU in order to develop a statistics sheet delineating questions that might be handled away from the reference desk; the statistics sheet was then used in a six-week survey of the types of questions received at KSU's reference desk. Based on a review of the survey data and the consideration of six alternatives available to the KSU library, the following options are recommended: (1) a temporary information desk to be established for 3-5 weeks at the beginning of the fall semester, or (2) a combined information/periodical desk. The use of a simplified statistics sheet to track reference activity is also suggested. The statistical results of the KSU reference desk survey are presented in 12 tables together with an analysis of each table; sample statistics sheets are included; and 6 references are provided. (KM)

DOCUMENT RESUME

ED 283 544 JC 870 283

Fiscal Year 1987 Illinois Public Community Colleges Faculty and Staff Characteristics: Analysis of Part-Time Faculty.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jul 87
NOTE- 18p.; Appended tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; Employment Patterns; *Employment Statistics; *Full Time Faculty; Intellectual Disciplines; *Part Time Faculty; State Surveys; *Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *Illinois

Drawing from information submitted to the Illinois Community College Board by the state's public community colleges, this report offers fall 1986 data on the personal and academic characteristics of part-time faculty. Tables are presented and analyzed, comparing part-time faculty to full-time faculty in terms of gender, racial/ethnic origin, age, highest degree earned, general primary teaching area, and specific primary teaching area. Additional tables are appended, providing data on full- and part-time faculty by community college district; racial/ethnic origin of part-time faculty by sex and community college district; age of part-time faculty by community college district; and part-time faculty's highest degree earned by sex and community college district. Highlighted findings include the following: (1) nearly 69% of the fall 1986 teaching staff of the state's community colleges were employed on a part-time basis; (2) the male/female distribution of part-time faculty was more balanced than that of full-time faculty, though males were overrepresented in both groups; (3) whites comprised 89.5% of the part-time faculty, compared to 87.6% of the full-time faculty; (4) part-time faculty tended to be younger than full-time faculty; and (5) non-credit, remedial, general studies, adult basic and secondary, and vocational skills programs were heavily staffed by part-time faculty. (PAA)

DOCUMENT RESUME

ED 283 559 JC 870 299

Puyear, Don, Ed.; And Others
The "Ins and Outs" of Marketing and Retention in Virginia's Communit Colleges: Exemplary Marketing and Retention Practices in the Virginia Community College System. Volume II.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- May 87
NOTE- 287p.; Portions of document contains small and/or marginally legible print. Best copy available. For volume I of this report, see JC 870 298.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Community Colleges; Economi Development; High Schools; *Institutional Advancement; *Marketing; Outreach Programs; Program Descriptions; Public Relations; *School Community Relationship; *School Holding Power; Student Financial Aid; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Virginia

Detailed descriptive information is provided on programs and activities identified by the Virginia Community College System's (VCCS) Marketing and Retention Recognition Program (MRRP), which was designed to identify and publicize innovative marketing and retention activities being implemented throughout the system. Following introductory material, the report looks at ways of organizing for marketing, focusing on elements of a successful marketing program, the role of marketing in higher education, the importance of organizational structures in marketing, and examples of organizational approaches used in the VCCS. The next sections examine high school outreach efforts, the use of financial aid in marketing, automated admissions tracking systems, and intervention systems. Within each section, program descriptions are provided, results are reviewed, resources and variations are identified, and back-up materials and a list of contact people are provided. Next, exemplary media relations programs are described, and partnerships for economic development are highlighted. The final section focuses on marketing research, pointing out the elements of a successful marketing research program, offering examples of current research activities, and identifying VCCS marketing research tools. (EJV)

DOCUMENT RESUME

ED 283 573 JC 870 314

Chiu-Irion, Vicky
Definitions and Basic Concepts of Supply and Demand Analysis Used to Determine Market Equilibrium. Principles of Economics II (Microeconomics), Lesson Plan No. 6.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Economic Factors; *Economics; *Economics Education; Instructional Materials; Lesson Plans; Teacher Developed Materials; Two Year Colleges
IDENTIFIERS- *Market Equilibrium; *Supply and Demand

Developed as part of a 37.5-hour microeconomics course, this lesson plan focuses on the concepts of supply and demand analysis used to determine market equilibrium. The objectives of the 50-minute lesson are to enable the student to: (1) explain how a demand schedule is derived from raw data; (2) graph a demand curve from the demand schedule; (3) state the Law of Demand; (4) explain the three determinants of demand; (5) explain how a supply schedule is derived from raw data; (6) graph a supply curve from the supply schedule; (7) state the Law of Supply; (8) explain the three determinants of supply; and (9) combine the demand and supply curves to determine equlibrium. The lesson plan begins with information on the course for which the plan was developed; equipment and audio-visual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids needed for each step of the lesson. Course handouts and transparency masters are included. (EJV)

DOCUMENT RESUME

PS

ED 283 587 PS 016 226

Bredekamp, Sue, Ed.
Developmentally Appropriate Practice.
National Association for the Education of Young Children, Washington, D.C.
REPORT NO.- ISBN-0-935989-04-8
PUB DATE- 86
NOTE- 62p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC Publication #224, $3.00. No shipping charge on pre-paid orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; *Child Caregivers; *Day Care; Early Childhood Education; Educational Policy; Educational Quality; Guidelines; Individual Development; *Infants; Position Papers; *Preschool Children; *Teacher Role; *Toddlers
IDENTIFIERS- *Developmentally Appropriate Programs; National Association Educ of Young Children

A tool for early childhood professionals, this book describes developmentally appropriate practices for adults providing services to young children. Part 1 gives the position statement of the National Association for the Education of Young Children (NAEYC) on developmentally appropriate practice in early childhood programs serving children from birth through 8 years of age. Included is a statement of policies essential for achieving developmentally appropriate early childhood programs. Part 2 describes the vital development that takes place during the first 3 years of life and gives examples of appropriate care of infants and toddlers. This part also includes a chart of developmental milestones of children from birth to age 3 and a list of sources for more information about programs for infants and toddlers. Part 3 is designed for practitioners who care for infants or toddlers in group settings, describing appropriate and inappropriate practices. Part 4 provides NAEYC's position statement on developmentally appropriate practice in programs for 4- and 5-year-olds. (RH)

DOCUMENT RESUME

ED 283 601 PS 016 562

Adams-Price, Carolyn; Greene, A. L.
Projected Attachments and Self-Concept Development during Adolescence.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; *Attachment Behavior; Attribution Theory; Children; *Identification (Psychology); *Self Concept; Sex Differences
IDENTIFIERS- *Celebrities; *Projection (Psychology); Salience

Incorporating Elkind's (1979) construct of the personal fable, this investigation focused on the relationship between self-concept and projected attachments to a distant object (i.e., a favorite celebrity). In a repeated measures design, 79 male and female 5th, 8th, and 11th graders and college sophomores completed a set of personality scales, first describing themselves and later describing the favorite celebrity. Repeated measures MANOVAS of self-object congruence revealed no significant main or interaction effects for the type of attachment projected (i.e., identificatory versus romantic), sex or age of subject, or sex of attachment object. Significant within-subject differences were obtained for the repeated measures factor 'self/object congruence,' indicating a significant divergence in the perception of self and the attachment object. Although different types of attachment were projected by males and females, these data suggest that the functions served by such attachments may be quite similar. Findings are discussed in light of Erikson's (1950) description of the function of romantic attachments during adolescence, particularly for adolescent females, and Gilligan's (1982) distinction between "masculine" and "feminine" definitions of self. (Author/RH)

DOCUMENT RESUME

ED 283 615 PS 016 679

Brown, Marie Scott; Tanner, Christine
Type A Behavior and Cardiovascular Responsivity in Preschoolers.
PUB DATE- 15 Jun 87
NOTE- 23p.; This research was funded by a Biomedical Research Service grant.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; *Cardiovascular System; Etiology; *Heart Rate; Personality Assessment; *Preschool Children; Preschool Education
IDENTIFIERS- Blood Pressure; Matthews Youth Test for Health; *Type A Behavior; *Type B Behavior

This study investigated Type A behavior in preschool children and its relation to cardiovascular reactivity. One hundred forty-four children from 3.5 to 6.5 years old were categorized by their teachers according to the Matthews Youth Test for Health (MYTH) as Type A, Mixed, or Type B. The children's pulse, pulse rate variability, and blood pressure were then measured at rest and during a challenging situation. Analysis of covariance indicated that Type A children showed a significantly greater systolic rise to challenge than did Type B children, a finding similar to that of adults and one which might be thought of as a logical precursor to adult cardiac disease. (Author)

DOCUMENT RESUME

ED 283 629 RC 016 099

Anderson, Betty N.; Bower, JoAnn C.
Evaluation Use in Program Planning for Handicapped Preschoolers in Rural Areas.
PUB DATE- Oct 86
NOTE- 15p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Delivery Systems; *Disabilities; *Educational Benefits; *Educational Needs; Outcomes of Education; Parent Attitudes; Parent Participation; Parent Teacher Cooperation; *Preschool Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *Rural Education; Special Education; State Programs; Student Transportation; Teacher Attitudes
IDENTIFIERS- Early Intervention Programs; *Louisiana

The Louisiana Department of Education provides formalized preschool programs for handicapped children in 65 public schools, with 40 of those programs serving sparsely populated areas. The statewide program was evaluated from January 1985 to June 1986 using a multiple-model research design that included data collection via 39 program visits, 59 class observations, 570 surveys/questionnaires, 1,020 personal interviews with program personnel and parents, 303 class profiles, and 606 student profiles. Findings that have implications for program planning in rural areas centered around the child, the program, and the expected outcomes of the program. Transportation of children to and from school was identified as a major problem. Teachers reported that 54% of the children traveled 1 hour or more per round trip and 14% traveled as much as 2 hours per day. Greater parent involvement was seen as a need by 68% of the teachers responding. Half of the supervisors noted difficulty recruiting therapists. Parents and kindergarten teachers of children who had attended a handicapped preschool program gave positive evaluations of the program. While immediate efficacy of the early intervention program can be documented by the broad-based outcome measures used in this study, the long-term effects must be

addressed by a longitudinal study. (JHZ)

DOCUMENT RESUME

ED 283 644 RC 016 243

Office of Indian Affairs 1984 Annual Report.
New Mexico State Commission on Indian Affairs, Santa Fe.
PUB DATE- Jan 85
NOTE- 21p.; For related documents, see RC 016 244 and ED 152 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Agency Role; *American Indian Education; American Indian Reservations; American Indians; Economic Development; Elementary Secondary Education; *Employment Programs; *Health Needs; Higher Education; *Information Services; Legislation; Political Issues; Program Implementation; State Government; State Programs
IDENTIFIERS- *Intergovernmental Relations; New Mexico; *New Mexico Office of Indian Affairs

This report outlines the activities of the New Mexico Office of Indian Affairs (OIA) for 1984 in accordance with its directive to investigate, study, consider and act upon the entire subject of Indian conditions and relations within the State of New Mexico, including but not restricted to, problems of health, economy, education, legislation, and local, state and federal government. Brief descriptions highlight OIA's 1984 efforts in: (1) legislative/governmental coordination, facilitation and negotiation (including analyzing bills, acts, etc., of the 36th Legislature's Special Session that would impact the State's Indian community, land claims and transfers, highway projects, conference and meeting planning, and field visits); (2) informational services ("The Source" newsletter, reports, seminars, studies and information assistance); (3) economic development and employment (including job training, tribal initiatives, tourism reports, labor contracts, etc.); (4) financial assistance (such as disaster funding, fire protection, mass transit funds, and the Low Income Home Energy Assistance Program and Weatherization programs); (5) health (senior citizen and rehabilitation centers, the plague project, and health planning priorities); and (6) education (teacher training, Indian career day, and participation at the Indian Higher Education hearing). A map of New Mexico's Indian reservations is appended. (JMM)

DOCUMENT RESUME

ED 283 658 RC 016 296

McAlpine, Dave
Chicano Literature of the Midwest: The Production of "Los Desarraigados."
PUB DATE- 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authors; Fiction; Foreign Language Periodicals; Literary Criticism; *Literary Genres; *Literary History; *Mexican American Literature; Migrant Workers; Multilingual Materials; Newspapers; *Periodicals; Poetry; Poets; Prose; Publications; Regional Characteristics; Spanish; United States History
IDENTIFIERS- *Chicano Literature; *United States (Midwest)

Following a brief discussion of the origins of the Chicanos in the Midwest, this paper surveys and quotes at length from several Spanish language periodicals produced in the Midwest between 1925 and the early 1980s. Discussion of the Chicano origins in the Midwest touches on emigration resulting from the Mexican Revolution of 1910-1917, the bracero programs which began during World War I, deportation and repatriation following World War I, and the transportation of Mexicans and Chicanos from the Southwest to the Midwest. The paper then describes 20 midwestern periodicals concerned with Chicano affairs, giving information such as dates and place of publication, intended audience, goals, and literary works published, if any. Poems, essays, fables, and dialogue are quoted to illustrate literary genres, styles, and content. The final section of the paper lists contemporary Chicano writers born and/or living in the Midwest and notes the type of writing they are engaged in, their university affiliation, and the publications containing their work. (JHZ)

DOCUMENT RESUME

ED 283 673 SE 048 208

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
REPORT NO.- PIP-87-200
PUB DATE- 87
NOTE- 24p.
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; Chemistry; Conservation (Environment); *Demonstration Programs; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Federal Aid; Geology; Physics; Program Validation; Science Education; *Science Instruction; *Secondary School Science; *Validated Programs
IDENTIFIERS- *National Diffusion Network Programs

The National Diffusion Network (NDN) is a federally funded system that makes exemplary educational programs available for use by schools, colleges, and other institutions. This publication contains information describing the science education programs currently in the NDN, along with procedural information on how to access these programs. The current NDN science education programs described in this document are: (1) "Conservation for Children"; (2) "Foundational Approaches in Science Teaching (FAST)"; (3) "Geology Is"; (4) "Hands-On Elementary Science"; (5) "Informal Science Study"; (6) "Life Lab Science Program"; (7) "Marine Science Project: for SEA"; (8) "Physics--Teach to Learn Program"; (9) "Sci-Math"; (10) "Starwalk"; (11) "Stones and Bones, a Laboratory Approach to the Study of Biology, Modern Science, and Anthropology"; and (12) "ZOO: Zoo Opportunities Outreach." Each program description is accompanied by a listing of the intended audience, the services available, the requirements of the program, and the name and address of the program's contact person. Included is a list of the state NDN facilitators. (TW)

DOCUMENT RESUME

ED 283 688 SE 048 223

Adair, Robin, Ed.; And Others
Fall into Math and Science. K-1 Book 1.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 87
NOTE- 101p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; Experiential Learning; General Science; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; *Learning Activities; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Primary Education; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

Designed to supplement the mathematics-science curriculum, this booklet contains activities which provide children of K-1 grade levels with opportunities of developing mathematics and science skills in experiential ways. Investigations presented involve graphing skills and graphing questions are suggested. Sixteen mathematics skills and nine science process skills are listed and indexed for the 15 activities. The investigations focus on experiences with leaves, apples, shape identification, and measurement. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

DOCUMENT RESUME

ED 283 703 SE 048 238

Wiebe, Arthur, Ed.; And Others
Fun with Foods: A Recipe for Math + Science. Book 4.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 87
NOTE- 98p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; *Food; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Middle Schools; Nutrition; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

Developed to provide ideas for the teaching of mathematics and science skills and processes, this booklet focuses on activities dealing with foods for students of middle school. The materials and equipment needed for most of the investigations can be found in the kitchen, market, or classroom. Each of the 25 activities have both student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

DOCUMENT RESUME

ED 283 718 - SE 048 253

Chambers, Donald L, Ed.
Effective Teaching of Mathematics. Bulletin No. 7447. Reprint.
Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- R7027
PUB DATE- Jun 87
NOTE- 71p.; For an earlier version, see ED 243 710.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Elementary School Mathematics; Elementary Secondary Education; *Instructional Effectiveness; Instructional Improvement; Learning Strategies; Mathematics Education; *Mathematics Instruction; Models; Problem Solving; *Secondary School Mathematics; *Teacher Effectiveness; *Teaching Methods; Teaching Models; Word Problems (Mathematics)

In an effort to present important research results in readable form for elementary and secondary teachers of mathematics, this publication reviews a model and ways of effectively teaching mathematics. The model of instruction proposed by Good and Grouws is based on teacher-centered whole class instruction. Perspectives and guidance are offered in the areas of: (1) making instructional improvement a priority (reviewing the characteristics of good teachers); (2) how the experts teach math (discussing the key aspects found in expert teaching); (3) effective mathematics teaching in the elementary grades (summarizing key instructional behaviors and teaching programs); (4) effective mathematics teaching in the junior high schools (describing instructional procedures adapted for use with junior high students); and (5) verbal problem solving (highlighting the importance of verbal problem solving). A listing of the literature on effective teaching of mathematics is also included. (ML)

DOCUMENT RESUME

ED 283 733 SO 017 915

Global History. A Curriculum Guide. Second Semester. Theme III: The Emergence of the Modern World. Student Worksheets. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 81

NOTE- 234p.; For related teacher strategies, see SO 017 914; for other global history materials, see SO 017 913-923.

AVAILABLE FROM- New York City Board of Education, Curriculum and Production Unit, Office of Curriculum Development and Support, Room 617, 131 Livingston Street, Brooklyn, NY 11201 (New York City Public Schools, $3.50; others, $5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Ancient History; Course Content; *Cultural Differences; *Curriculum Guides; *Global Approach; *History Instruction; Instructional Materials; Learning Activities; Resource Materials; Secondary Education; Secondary School Curriculum; Social Studies; Teaching Methods; World History

This bulletin of student worksheets complements teacher strategies for Theme III entitled, "Changes in Thought and Action Led to the Emergence of the Modern World." The worksheets contain materials corresponding to specific strategies, and the questions which accompany each worksheet are included on the appropriate strategy page. Included are suggestions for student activities covering the 12 subthemes: (1) The Ancient Greeks Influenced All Western Civilization; (2) Classical Culture Was Disseminated throughout the Roman Empire; (3) The Middle Ages Was a Transitional Period in European History; (4) The Mongols Established Vast Empires in Europe and Asia; (5) The Nation-State Became the Basic Form of Political Organization: Spain, a Case Study; (6) The Byzantine Empire Preserved and Disseminated Culture during the Middle Ages; (7) The Ottoman Turks Fused Elements of Byzantine and Muslim Cultures; (8) The Renaissance Represented a Rediscovery of Classical Civilization and Reawakened Interest in Worldly Matters in Europe; (9) The Scientific Revolution Challenged Traditional Attitudes and Beliefs; (10) The Age of Discovery Created a Network of Global Contacts; (11) The Reformation and Counter-Reformation Ended Religious Unity in the West; and (12) The Commercial Revolution Introduced an Age of Economic Interdependence. Included is a Global Cultural Bank activity which may be used as the culminating exercise for each subtheme. (KWL)

DOCUMENT RESUME

ED 283 747 SO 018 116

van de Kaa, Dirk J.
Europe's Second Demographic Transition.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Mar 87
NOTE- 64p.
AVAILABLE FROM- Population Reference Bureau, 777 14th Street, N.W., Washington, D.C. 20005 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- Abortions; *Birth Rate; Contraception; *Demography; *Family Planning; Foreign Countries; Higher Education; Human Geography; Migration; Minority Groups; *Population Distribution; *Population Trends; Social Influences; *Sociocultural Patterns
IDENTIFIERS- *Europe

By 1985, fertility rates in Europe were below the replacement level of 2.1 births per woman in all but Albania, Ireland, Malta, Poland, and Turkey, following a steady decline from a 1965 postwar peak well above 2.5 in Northern, Western, and Southern Europe and an erratic trend from a lower level in Eastern Europe. Natural decrease (fewer births than deaths) had begun already in Austria, Denmark, Hungary, and the Federal Republic of Germany and can be expected shortly in many other countries. According to current United Nations medium projections, Europe's population (minus the USSR) will grow only 6 percent between 1985 and 2025, from 492 to 524 million, and 18.4 percent of the population in 2025 will be 65 and over. The decline to low fertility in the 1930s during Europe's first demographic transition was propelled by a concern for family and offspring. Behind the second transition is a dramatic shift in norms toward progressiveness and individualism, which is moving Europeans away from marriage and parenthood. Cohabitation and out-of-wedlock fertility are increasingly acceptable; having a child is more and more a deliberate choice made to achieve greater self-fulfillment. Many Europeans view population decline and aging as threats to national influence and the welfare state. However, governments outside Eastern Europe, except for France, have hesitated to try politically risky and costly economic pronatalist incentives. As used in Eastern Europe, coupled with some restrictions on legal abortion, such incentives have not managed to boost fertility back up to replacement level. Immigration as a solution is unfeasible. All countries of immigration have now imposed strict controls, tried to stimulate return migration of guestworkers recruited during the labor shortages of the 1960s and early 1970s, and now aim at rapid integration of minorities. Only measures compatible with the shift to individualism might slow or reverse the fertility decline, but a rebound to replacement level seems unlikely and long-term population decline appears inevitable for most of Europe. (Author)

ED 283 374 FL 016 763

Moore, Michael; Goldstein, Zahava
Predicting the Vocabulary of Children from Written or Spoken Texts.
PUB DATE- Aug 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Foreign Countries; Grade 6; Grade 8; Hebrew; Junior High Schools; Junior High School Students; *Mathematical Models; *Oral Language; Preadolescents; *Predictor Variables; Reliability; Socioeconomic Status; Uncommonly Taught Languages; Validity; *Vocabulary; Word Frequency; *Written Language
IDENTIFIERS- *Israel

A study investigated the use of a mathematical model to predict individuals' total active Hebrew vocabulary from samples of their written and spoken language. The model is based on a generalized inverse Gaussian distribution. The subjects were Israeli junior high school students from both high and low socioeconomic groups. Hebrew language samples of at least 2,000 words were obtained from each child. In 60 of 70 cases, the fit between empirical data and the theoretical model was acceptable. Several hypotheses relating to the model's construct and concurrent validity and its reliability and objectivity were tested. In addition, a hypothesis about the significantly richer vocabulary of higher socioeconomic status children was confirmed. The model can serve as a viable basis for further extensive inquiry into the vocabulary of different samples. (Author/MSE)

ED 283 404 FL 016 802

Learning Packets in U.S. History for ESOL Students, Grade 8.
Prince George's County Public Schools, Upper Marlboro, Md.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- 83
NOTE- 210p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Colonial History (United States); Curriculum Guides; *English (Second Language); Grade 8; Individualized Instruction; Instructional Materials; Junior High Schools; Language Skills; Reading Comprehension; *Revolutionary War (United States); *United States History; Vocabulary Development
IDENTIFIERS- *Prince Georges County Public Schools MD

Presented in this curriculum guide are materials for eighth grade United States history instruction suitable for students of English as a second language. The guide contains three sections on early American history covering the period of discovery and exploration, the colonies in North America, and the American Revolution. Each section contains four to eight instructional packets, or modules, on specific aspects of the period. Each packet is illustrated, and includes a list of vocabulary words with examples of their uses, brief readings, and comprehension and language exercises. Summary exercises and keys for all exercises are also included. (MSE)

ED 283 419 HE 020 392

Revenues and Expenditures of Institutions of Higher Education: Fiscal Years 1983-1985. OERI Bulletin.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-87-327B

PUB DATE- Feb 87

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Finance; Expenditure per Student; *Expenditures; Federal Aid; Higher Education; *Income; National Surveys; *Private Colleges; *Public Colleges; *Resource Allocation; *School Funds; State Aid; Trend Analysis

IDENTIFIERS- *Higher Education General Information Survey

Information on revenues and expenditures at U.S. colleges and universities are reported for fiscal years (FY) 1983, 1984, and 1985, based on findings from the Financial Statistics of Institutions of Higher Education survey, which is part of the Higher Education General Information Survey. Narrative and statistical information is presented on: current funds revenues for colleges by source and by level and control of institution; current funds expenditures and mandatory transfers of colleges by function and by type of institution; and expenditures per full-time equivalent (FTE) student by type of institution. It was found that despite relatively stable student enrollments, the revenues and expenditures of colleges and universities grew faster than inflation between FYs 1983 and 1985. Government support was the largest source of revenues in each FY, accounting for about 44% of total revenues. Instructional costs were the largest category of expenditures in both public and private institutions. Increasing expenditures in higher education, combined with decreasing FTE enrollments, resulted in significant increases in the amount of expenditures per FTE student. Data on the survey sample and definitions of terms are appended. (SW)

ED 283 433 HE 020 407

Douglas, Joel M., Ed.
Unionization among College Faculty, 1987.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center fo the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Feb 87
NOTE- 13p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College CUNY, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Comparative Analysis; *Contracts; Higher Education; Institutional Characteristics; Private Colleges; Public Colleges; Trend Analysis Two Year Colleges; *Unions

Information on colleges engaged in academic collective bargaining with recognized bargaining units in 1987 is presented. Attention is directed to agents elected, no-agent elections, strikes, and first contracts signed. Information is provided for the American Federation of Teachers, the National Education Association, the American Association of University Professors, and independent faculty unions. As of February 1987, there were 458 reported faculty bargaining agents, an increase of 12 from 1986. Of the 458 recognized faculty agents, 381 were at public colleges. For the first time in seven years, no faculty union was reported decertified either as the result of court action, litigation, or a challenge to agent status. Only one of the 17 elections held during 1986 was at a private college. Of the 17 elections, 13 were considered "new," while the other four were challenges to an existing agent by a competing one. "No-agent" was the faculty choice in three elections. There were 12 reported faculty work stoppages during 1986, nine of which were considered "fall back-to-school" strikes. No faculty collective bargaining enabling legislation was passed during 1986. Finally, six first faculty bargaining contracts were signed in 1986. (SW)

ED 283 462 HE 020 449

Russo, Charline S.
Staff Development and the Performance Management System in Higher Education Institutions: A Process Model.
PUB DATE- Apr 87
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employee Responsibility; *Employer Employee Relationship; Higher Education; *Job Performance; *Models; *Participative Decision Making; *Personnel Evaluation; Personnel Management; Program Implementation; *Staff Development; Work Environment

The use of performance appraisal (PA) as part of a performance management system at the college level is discussed, and a process model to implement PA through staff development is presented. Through PA, the supervisor and employee develop a framework for identifying job duties and responsibilities, goals and objectives, and performance measures. The PA process involves a formal communication between supervisor and the employee in which expectations are clarified. The proposed PA implementation model is based on an employee growth and development approach that considers change as a process and utilizes an adult education approach to change implementation. PA is a process of helping others learn and develop at work through participation and collaboration in an atmosphere of mutual respect and critical reflection. The contextual variables of individual institutions are discussed. The following elements of a PA implementation model are considered: design, development, installation, training, pilot testing, maintenance, and evaluation. Research evidence supporting the model is summarized, and ways to enhance the PA implementation process are considered. A four-page bibliography is included. (SW)

ED 283 476 HE 020 464

Trends in Geographic Origins of Students. Full-Time, 1959-1986.
First-Time Full-Time, 1980-1986. Volume III. Report No. 2-87.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- May 87
NOTE- 593p.; For related documents, see HE 020 462-463.
AVAILABLE FROM- State University of New York, Central Administration, Office of Institutional Research, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; College Transfer Students; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; School Location; State Colleges; *State Universities; Undergraduate Students
IDENTIFIERS- *State University of New York

Fall 1986 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) are presented. This third of three volumes presents fall 1986 data and trend data for 1959-1986. Data are provided by individual institution and institutional type regarding the percent of the school's full-time students who come from: the institution's area of location, New York State but outside the area of the institution's location, the United States but outside New York State, and a foreign country. For students enrolling at SUNY institutions, 7-year trend data are shown for full-time, first-time students from each New York county, along with Long Island, New York City, and New York State totals. Seven-year trend data are also displayed on the New York origins of full-time, first-time students for each SUNY institution or institution type. Subtotals are available for New York State, New York City, Long Island, and contiguous counties. (SW)

Retief, Z. H. M.; And Others
Degrees and Diplomas Conferred upon Indians by South African Universities, 1970-1980. Report O-291.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0375-1
PUB DATE- 86
NOTE- 529p.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *College Graduates; *Degrees (Academic); Doctoral Degrees; *Educational Certificates; Foreign Countries; Graduate Study; Higher Education; *Indians; *Majors (Students); Masters Degrees; Sex Differences; Trend Analysis; Undergraduate Study
IDENTIFIERS- *South Africa

Statistical data on trends and degrees and diplomas obtained by Indians at South African universities during the period beginning July 1, 1970 and ending June 30, 1981 are presented by means of tables, graphs, and charts prefaced by a brief narrative summary. The following degrees/diplomas are covered: first bachelor's, honors bachelor's and postgraduate or second bachelor's degrees, master's degrees, doctor's degrees, undergraduate diplomas, and postgraduate diplomas. A number of faculties are distinguished, along with specialization fields within each faculty. Attention was paid to sexual composition and growth rate during the period for degree/diploma, faculty, and field of study. During the 1970-1980 period, arts and education were the most popular fields for the first bachelor's and honor's degrees, whereas for master's degrees, the emphasis shifted to the commercial and management sciences. The data seemed to show a proportional decline in the number of female graduates as the level of study rose. Compared with data of the previous decade, however, the percentage of women obtaining different degrees rose. (SW)

ED 283 531 IR 052 003

Borchardt, Dietrich H.
Library Journals: How to Edit Them--Guidelines Prepared for the IFLA Round Table of Editors of Library Journals. IFLA Professional Reports No. 13.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-16-9
PUB DATE- 87
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administration; Authors; Copyrights; Developed Nations; Developing Nations; *Editing; *Editors; Foreign Countries; Guidelines; Objectives; *Periodicals; Printing; Scholarly Journals; Writing for Publication
IDENTIFIERS- *Library Journals

Developed as the direct result of the August 1982, International Federation of Library Associations (IFLA) Seminar on Better Journals for the Library Profession held in Montreal, Canada, this report is designed to provide broad guidelines for the editors of library journals through an examination of the fundamental problems of editing journals for the library profession, with particular attention to the situations encountered by editors in the Third World. Following an introductory discussion of the background of the publication, the following topics are discussed: (1) Goals and Motivation; (2) Character and Contents of Journals; (3) Editing--Skill or Profession?; (4) Editors and Authors; (5) Printing and Other Means of Reproduction; (6) Administration and Management; (7) Recurrent and Special Features; and (8) Bibliographic Control and Copyright. The text is supplemented with four figures, 26 references are listed, and an index is provided. A description of the growth of an Australian library journal from its beginning as a newsletter, and a bibliography of 13 IFLA Professional Reports are appended. (KM)

ED 283 545 JC 870 284

Basuel, Terry

Reporting and Charting Residents' Behaviors and Care in an Adult Residential Care Home. Adult Residential Care Home 12, Lesson Plan No. 2.

Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Audiovisual Aids; Behavior Patterns; Community Colleges; Instructional Materials; Job Skills; Lesson Plans; Nurses Aides; *Nursing Homes; *Personal Care Homes; Teacher Developed Materials; Teaching Guides; Technical Education; Two Year Colleges

Designed as part of a 40-hour course on adult residential care homes (ARCH's), this lesson plan was developed to explain the importance of and correct procedures for charting (i.e., keeping a written record of observations and care of ARCH residents). The objectives of the 50-minute lesson are to enable students to: (1) list reasons why the charting of residents' behavior and client care is important in ARCH functions; (2) describe the Problem Oriented Recording System; (3) explain the SOAP (Subjective Objective Assessment Plan) format for recording client progress; and (4) demonstrate the charting technique for a given situation. The lesson plan includes information on the course for which the lesson was designed; equipment and audiovisual aids needed; requirements for student materials; lesson objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids necessary for each step of the lesson. Handouts and flip chart and transparency masters are included. (PAA)

Case, Christine L.; Goth, George W.

Transfer Science Students: A 17-Year Follow-up Study, Fall 1969 through Spring 1985.

Skyline Coll., San Bruno, Calif.

SPONS. AGENCY- San Mateo Community Coll. District, Calif.
PUB DATE- May 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Chemistry; *College Transfer Students; Community Colleges; Followup Studies; *Participant Satisfaction; Physics; Postsecondary Education; Questionnaires; School Surveys; *Science Instruction; Two Year Colleges; *Two Year College Students

A study was conducted at Skyline College (California) to assess the quality of the college's transfer-science program and to gather information from former students who had completed at least 40 units and had received their lower division science training at Skyline. Questionnaires were sent to 540 former Skyline students who had enrolled in Chemistry 220 or Physics 240 between fall 1969 and spring 1986. Study findings, based on a 23% response rate, included the following: (1) background data obtained from college records indicated that the average science student was a male, 21 years of age, who completed 72 units at Skyline within 3 years and earned a grade point average (GPA) of 3.03; (2) students completed between 2 and 16 of the classes recommended for science majors; (3) 50% of the respondents were attending school at the time of the survey, and 63% were employed; (4) respondents felt that the commitment of the faculty to students was a major strength of science and mathematics instruction at Skyline; (5) Skyline was rated higher than students' transfer institutions in terms of faculty accessibility, academic advising, help with personal problems, quality of instruction, and overall institutional rating, but lower in terms of faculty professionalism, quantity of instruction, and amount of homework; and (6) 93% of the respondents transferred to a four-year college, with 69% of the transfers estimating that their GPA after transferring was 3.0 or higher. The survey instrument is appended. (EJV)

ED 283 574 JC 870 315

Johnson, Marvin L.
Factors Influencing Learning at a Community College.

PUB DATE- Apr 87
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Community Colleges; *Grade Point Average; Learning Theories; Models; *Predictor Variables; *Productivity; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Walberg Educational Productivity Model

The Walberg Educational Productivity Model theorizes that learning in its affective, behavioral, and cognitive aspects is causally influenced by factors in the areas of individual aptitude (i.e., prior achievement, age or stage of maturation, and motivation), instructional treatment (i.e., quantity of time spent in learning situations and perceived quality of the learning experiences), and environment (i.e., home, classroom, peers, and out-of-school time). To determine whether the model is appropriate for research in the community college setting, it was tested at the College of Lake County (Illinois), using student grade point average (GPA) as an indicator of student productivity. The study sample was composed of 540 students, who were older than the traditional (18- to 21-year-old student and uninvolved in the life of the college. A 48-item questionnaire was administered in class to obtain background information as well as information on the nine factors included in the productivity model. Study findings, based on 472 usable responses, included the following: (1) on the average, women had higher GPA's than men, part-time students had higher GPA's than full-time students, and night students had higher GPA's than day students; (2) the Walberg model explained 34% of the variability in student GPA; and (3) some variables seemed to have a negative effect on GPA, including quantity of instruction. (EJV)

ED 283 602 PS 016 569

Borys, Shelley; Ross, Michael

Parents and Children Analyze Children's Attributions for Social Experiences.

PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Childhood Attitudes; Comparative Analysis; Foreign Countries; *Parent Attitudes; Perspective Taking; *Social Experience
IDENTIFIERS- *Coding; Control (Social Behavior); Internality Externality; Ontario; Stability (Personal)

Children's interpretations of social experiences were compared to adults' interpretations of the same experiences in a study involving 151 children between 6 and 12 years of age and the mothers of a subsample of 43 of the children. Seventy-six participating children were asked to describe some of their social experiences and generate attributions for these events; an additional 75 children then coded the attributions on the dimensions of internality, stability, and control. The interviews were conducted at the Arts and Computer Camp, University of Waterloo (Ontario), and taped on a hidden tape recorder. Subsequently the children's parents listened to the stories and the attributions in their homes, and then coded the attributions on the same three dimensions. The parents completed the task for two children (their own and a stranger) and did the coding twice: once from an adult's perspective and once from a child's. Differences were found between the parents' adult- and child-perspective codings, indicating that adults have theories about children's social perceptions. However, for the most part, adults were unable to predict the children's actual responses. Moreover, though parents felt they were more accurate when coding their own child's attributions than those of the other child, no effects were found for parent's acquaintance with the target child. Implications of these findings for research on peer relationships are discussed. (RH)

ED 283 616 PS 016 687

Cooper, Carolyn S.

The Effect of Social Support on Adolescent Mothers' Styles of Parent-Child Interaction.

PUB DATE- Apr 87

NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Behavior Change; Child Caregivers; *Early Parenthood; Models; *Mothers; *Parent Child Relationship; Parenting Skills; Program Evaluation; *Social Support Groups

The purpose of this study was to determine the effect of social support on parent-child interaction with a group pf 21 adolescent mothers. The subjects participated in a 20-week model demonstration program designed to offer social support through a variety of activities (work-study programs, life-skills classes, child care training, counseling, and referral assistance). A key aspect of the program was the opportunity for the subjects to work in a preschool classroom with skilled caregivers who were known to interact with children in a postive, facilitating manner. Each of the 21 subjects was videotaped interacting with a 1- to 2-year-old infant within a month of entering the program and again after completing the program. Caregivers' styles of interaction were coded from observations using the Caregiver Styles of Interaction Scales (Dunst, 1984). A 2 test occasion (Pretest vs. Posttest) X 5 caregiver styles (responsive, engaging, elaborative, imposing, coercive) repeated measures ANOVA was used to determine if there were changes in caregiver behavior during the course of involvement in the program. Findings indicated that the adolescents became significantly more competent in the use of facilitative styles of interaction (responsive, engaging, elaborative). (Author/PCB)

ED 283 659 RC 016 297

Chilcott, John H.
Success Patterns of Mexican Americans in Tucson, Arizona: A Pilot Study.
PUB DATE- Mar 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Southwestern Anthropological Association (Las Vegas, NV, March 27-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Biculturalism; Community Influence; Cultural Influences; *Family Influence; *Ghettos; Individual Characteristics; Mexican American Education; *Mexican Americans; Personal Narratives; *Predictor Variables; Role Models; Socialization; *Success; Urban Culture
IDENTIFIERS- *Arizona (Tucson)

Personal narratives were analyzed to determine if a pattern would emerge in the lives of Tucson, Arizona's successful Mexican American adults who had grown up in a traditional barrio without benefit of inherited wealth. Participants in the study were nominated as successful by their peers. Nominees who agreed to participate were given a life history protocol to use as a guide in describing their childhood experiences in their families, neighborhoods, and schools. Less than one quarter of the 114 nominees (89% male, 11% female) completed the task of tape recording their personal histories. Analysis of the completed narratives suggested that, in general, this group of Mexican Americans came from a deeply religious, close-knit family with a strong commitment to a work ethic. Most participants' parents were born in the United States. In school they had participated in extracurricular activities which placed them in contact with Anglos. One of the major factors in school attendance and success was the encouragement of a teacher, counselor, relative, friend of the family, or employer. Many received the support of a sponsor or mentor. As adults they did not become completely Anglicized, but remained bicultural. (JHZ)

ED 283 674 SE 048 209

Sub-Regional Workshop on Teacher Training in Environmental Education for Africa (Nairobi, Kenya, April 13-26, 1986). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

PUB DATE- 86

NOTE- 196p.

AVAILABLE FROM- Unesco, 7 place de Fontenoy, 75700 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Content; *Course Descriptions; Elementary School Science; Elementary Secondary Education; *Environmental Education; *Foreign Countries; *International Cooperation; International Organizations; *International Programs; Learning Modules; Science and Society; Secondary School Science; Social Studies; *Teacher Education

IDENTIFIERS- *Africa; UNESCO

This document represents the final report of a workshop conducted by the Kenya Science Teachers' College in cooperation with Unesco's International Environmental Education Program (IEEP). The workshop was designed to: (1) familiarize teacher educators in Africa with the contents of a series of preservice and inservice teacher training modules in environmental education prepared by IEEP; (2) explore ways to adapt and use the modules in Unesco member states; (3) identify activities and documents on teacher training in environmental education; and (4) foster the exchange of information and experience in the development of environmental education programs in Africa. Included are the workshop agenda, descriptions of the preservice and inservice teacher training modules, and comments on a proposed environmental education course syllabus for teacher education colleges in Kenya. (TW)

Wiebe, Arthur, Ed.; And Others
Glide into Winter with Math and Science. K-1 Book 2.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 85
NOTE- 96p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 223-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; Experiential Learning; General Science; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; *Learning Activities; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Primary Education; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills; Winter

Designed to supplement the mathematics-science curriculum, this booklet contains activities which provide children of K-1 grade levels with opportunities for developing mathematics and science skills in experiential ways. Sixteen mathematics skills and seven science process skills are listed and indexed for the 16 activities which are seasonally based and focus on winter. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 704 SE 048 239

Wiebe, Arthur, Ed.; And Others
Floaters and Sinkers: Solutions for Math and Science. Densities and Volumes. Book 5.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 87
NOTE- 67p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; Instructional Improvement; Integrated Activities; Interdisciplinar Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Measurement; Physical Sciences; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Density; *Science Process Skills

Developed to serve as a way to integrate mathematics skills and science processes, this booklet provides activities which demonstrate the concept of density for students of grades five through nine. Investigations are offered on the densities of water, salt, salt water, and woods. Opportunities are also provided in computing volumes of cylinders and spheres. Each of the 26 activities have both student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 719 SE 048 254

Babcock, Ann; And Others
Environmental Education Guidelines for Washington Schools.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
REPORT NO.- IPS-617-87
PUB DATE- Jun 87
NOTE- 79p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Curriculum Development; Ecology; Elementary Secondary Education; *Environmental Education; Global Approach; Inservice Teacher Education; *Integrated Curriculum; Interdisciplinary Approach; Models; Natural Resources; Physical Environment; Science and Society; Science Education; Skil Development; Social Change; *State Curriculum Guides
IDENTIFIERS- *Environmental Education Programs; *Washington

Developed to provide teachers with specific directions for teachin about the environment, these guidelines for Washington state schools explain how environmental education can be integrated into every level of the school system. A general systems approach is proposed that emphasizes the interactions that exist within the natural environment. The guidelines identify core themes and a conceptual structure that encourages a synthesis of subject matter across and between a variety of traditional disciplines. Contents include: (1) philosophy of environmental education; (2) identification of ten core themes; (3) directives on using the guidelines; (4) framework for environmental education; (5) learner outcomes for four major goal areas; (6) steps in carrying out an environmental program; (7) planning model; (8) staff development inservice program; and (9) program evaluation. Appendices contain lists of curriculum programs and resources, a glossary, and the legal authority for environmental education in the State of Washington. (ML)

ED 283 358 FL 016 465

Ittzes, Kata
Humanistic Techniques.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Communicative Competence (Languages); *English (Second Language); Group Dynamics; *Humanistic Education; *Learning Motivation; Personal Autonomy; Secondary Education; Second Language Instruction; Student Attitudes; *Teacher Student Relationship; Vocabulary Development

One teacher of English as a second language found that Gertrude Moskowitz' humanistic approach to instruction brought about significant changes in her small and diverse class. The direct results she perceived included very strong ties within the group, mutual trust and interest, values changes, and expressions of sentiment. Indirect results, those that altered the teaching and learning process, included elimination of classroom boredom, better student lesson preparation and home study, student demand for communicative work, student demand for more grammar and vocabulary development, simplified assessment of assignments, no class stratification among those preparing for standardized exams and those who were not, and improved teacher sensitivity to the students' needs and interests. (MSE)

ED 283 448 HE 020 426

Reauthorization of the Higher Education Act. Title VII (Construction and Renovation of Academic Facilities); Title IX (Graduate Education); Overview, Volume 9. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress. First Session (Septebmer 11-12, 1985 and October 1, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 1 Oct 85

NOTE- 244p.; Serial-99-51. Figure 1 may not reproduce well. Document contains small type.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- College Buildings; College Housing; *Educational Facilities Improvement; *Federal Aid; *Federal Legislation; Financial Support; Government School Relationship; *Graduate Study; Hearings; Higher Education; Private Financial Support; Public Policy; School Construction; School Maintenance; *Student Financial Aid

IDENTIFIERS- Congress 99th; *Higher Education Act Title IX; *Higher Education Act Title VII

Hearings on reauthorization of the Higher Education Act, Titles VII and IX, are presented. Title VII concerns construction, reconstruction, and renovation of academic facilities. Title IX provides grants to colleges to support graduate study. To assist in maintaining academic facilities, Title VII provides grants to undergraduate and graduate facilities as well as loans to colleges for building and renovation. It is estimated that the physical plant of higher education has a replacement value of $200 billion, and 20% of that plant needs replacement or renewal, with a total cost of $40 billion. While it is recommended that tax-exempt financing for public and private college facilities be retained, testimony suggests that a small percentage of colleges have been able to obtain private financing to replace/renew facilities. The future of the college housing program is also considered in the hearings. In the area of graduate study, a bill, H.R. 2199, has been proposed to provide funds on a competitive basis to colleges to set up graduate fellowship programs for specific disciplines of national needs. Another bill, H.R. 6379, would improve the system for providing aid to graduate students. The text of both bills is appended. (SW)

ED 283 504 IR 012 708

Schwartz, Ed
The Educators' Handbook to Interactive Videodisc. Second Edition.
Association for Educational Communications and Technology, Washington, D.C.
REPORT NO.- ISBN-0-89240-049-8
PUB DATE- 87
NOTE- 161p.; For 1985 edition, see ED 273 253.
AVAILABLE FROM- Association for Educational Communications & Technology, 1126 16th Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Authoring Aids (Programing); *Computer Software; Equipment Maintenance; *Interactive Video; *Optical Disks; Professional Associations; Publications; Purchasing; *Videodisks; *Video Equipment

Designed to be a source of information for educators about interactive videodiscs, this handbook presents an overview of the technology and offers additional sources to be consulted for more detailed information. It is noted that, although this second edition of a 1985 publication has gone through extensive changes, clarifications, and corrections, the focus has been kept on the use of technology in education with specific information on appropriate hardware and software to provide a single-source reference for educators and trainers. Information on interactive videodiscs is presented in 10 chapters: (1) Introduction to Videodiscs; (2) Overview of Laserdisc Systems; (3) Selecting a Laser Videodisc Player; (4) Video Playback Units; (5) Videodisc Interface Units; (6) Disc Player Peripherals; (7) Videodisc System Packages; (8) Educational Videodisc Software; (9) Interactive Videodisc Authoring Tools; and (10) Care and Maintenance. Ten appendices provide directories of laserdisc players, television monitors and projectors, laserdisc interfaces, laserdisc peripherals, laserdisc system packages, laserdisc software, videodisc mastering options, and authoring language distributors; service information; and a videodisc bibliography which lists 11 books, 17 periodicals, 6 conference proceedings, 3 special videodisc publications, a directory of 14 organizations that hold conferences and workshops, and an index of 132 manufacturers. (MES)

ED 283 517 IR 012 721

A Short History of Audiovisual Education in Japan. AVE in Japan No. 25.

Japan Audio-Visual Education Association, Tokyo.

PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; Audiovisual Centers; *Audiovisual Instruction; Computer Uses in Education; Conferences; Educational History; Educational Radio; Educational Television; Elementary Secondary Education; Film Production; *Film Study; Foreign Countries; International Cooperation; Microcomputers; *National Programs; *Nonprint Media; Video Equipment
IDENTIFIERS- *Japan

This brief history of audiovisual education in Japan covers (1) the utilization of slides, films, and radio prior to 1945; (2) film education activities after World War II; (3) the establishment and objectives of the Audiovisual Education Division of the Ministry of Education; (4) educational film production from 1945-1954; (5) the use of films in social education; (6) the development of educational television; (7) the introduction of the overhead projector; (8) the improvement of audiovisual library facilities; (9) audiovisual education conferences; (10) financial support and standards for audiovisual education materials in the schools; (11) the development and diffusion of videotape recorders; (12) Japan Broadcasting Corporation school broadcasting today; (13) audiovisual education training programs; (14) uses of computers in education; and (15) activities related to international cooperation. Publications of the Japan Audiovisual Education Association are listed, and a chronology of Japanese audiovisual education events is appended. (MES)

ED 283 588 PS 016 405

Townson, Monica; And Others
Financing Child Care: Current Arrangements. Report of the Task Force on Child Care: Series 1.
Canada Dept. of Supply and Services, Ottawa (Ontario).; Status of Women Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-14403-1; SW43-1/1-1985E
PUB DATE- Dec 85
NOTE- 242p.; For other reports in this series, see PS 016 406-410.
AVAILABLE FROM- Status of Women Canada, Communications Unit, 151 Sparks St., Suite 1005, Ottowa, Ontario, Canada K1A 1C3.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Family Day Care; Federal Government; *Financial Support; Foreign Countries; *Government Role; Income; State Government; Tax Credits; *Tax Deductions; Wages; *Work Environment
IDENTIFIERS- Alternative Conceptions; *Canada; Canada Assistance Plan; Income Taxes; Revenue Canada

The five research studies in this volume focus on the financing of child care, and constitute part of a detailed analysis of issues relevant to child care and parental leave policies and the effects of such issues on the Canadian family. Paper 1 describes how child care is funded through the Canada Assistance Plan (CAP); points out the problems with such funding; and indicates ways of addressing the problems. Paper 2 provides an analysis of Section 63 of the Income Tax Act, which allows deductions for child care expenses; outlines an alternative: the child care tax credit; explores types of care and the deductibility of each; describes duties and responsibilities of parents and caregivers as specified by federal and provincial governments; discusses the feasibility of establishing private home care as a business; and considers the Quebec Availability Allowance as an alternative. Also covered are auditing procedures of Revenue Canada and the relationship of child care deduction to child tax credit. Paper 3 reports a study on wages and working conditions of employees in licensed group day care centers and providers of licensed family day care in Canada. Paper 4 examines the role of municipal governments in child care in Canada, analyzing the effect of governmental involvement on community services. Paper 5 describes the financial support provided for child care in Canada by provincial/territorial and federal governments and the impact of this support on families differing in income. (RH)

ED 283 630 RC 016 153

Immigration to the United States from Latin America: Past and Present. The Latin American Project: Volume 1, No. 4.
League of United Latin American Citizens, Washington, DC.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Jul 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Braceros; Census Figures; Employment Patterns; *Federal Legislation; Foreign Countries; *Foreign Workers; Government Role; *Latin Americans; Migration Patterns; Personal Narratives; *Political Issues; *Undocumented Immigrants
IDENTIFIERS- Caribbean; El Salvador; Guatemala; Immigration Impact; *Immigration Law; Latin America; Mexico; Nicaragua; *United States

Immigration legislation in the United States is aimed primarily at Mexican migrants, who account for over half of all undocumented immigrants in the United States. Citizens of Central American and Caribbean countries contribute another 20%. The first section of this booklet traces the development of United States immigration legislation from the late 1800s to the present and examines its impact on immigration from Latin America and the Caribbean. Section two examines the peculiar symbiotic relationship between Mexican labor and American business that developed in the American Southwest during the 34-year rule of Mexican President Porfirio Diaz (1876-1910). The bracero program is also discussed at some length. Section three presents four interviews with undocumented immigrants from Mexico, El Salvador, Nicaragua, and Guatemala. The interviews include information about why the immigrants left their home countries, how they entered the United States, what type of work they do, what major problems they face as undocumented immigrants, how long they plan to stay in the United States, and under what conditions they would return home. The epilogue looks at statistical analyses of the 1980 Census by demographers at the Bureau of the Census. (JHZ)

ED 283 645 RC 016 244

Office of Indian Affairs 1985 Annual Report.
New Mexico State Commission on Indian Affairs, Santa Fe.
PUB DATE- Mar 86
NOTE- 19p.; For related documents, see RC 016 243 and ED 152 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Agency Role; *American Indian Education; American Indian Reservations; American Indians; Economic Development; Elementary Secondary Education; *Employment Programs; *Health Needs; Higher Education; *Information Services; Legislation; Program Implementation; State Government; State Programs
IDENTIFIERS- *Intergovernmental Relations; New Mexico; *New Mexico Office of Indian Affairs

The major goals of the New Mexico Office of Indian Affairs (OIA) in 1985 were to enhance Indian education concerns, aid tribes in economic development, and effectuate a smooth working relationship between state, local, and tribal governments in the spirit of and through the use of the Joint Powers Act. Advancement is reflected in all these areas. The report outlines the OIA's activities in: (1) inter-governmental coordination, facilitation, and negotiation (Social Services agreements, highway projects, increased communication with Eastern and band Navajos, the Santa Ana land transfer, and the Inter-American Indian Congress); (2) legislative action both in the state legislature and in Congress; (3) education (higher education initiatives, Bernalillo hot lunches, Public Law 874 Impact Aid, presentations to education study committees, bus routes, and the Pueblo Pintado Pre-school program); (4) economic development and employment (Navajo Service Delivery Area designation, computer profiles, economic development conference, and the President's report on reservation economies); (5) health (improved water system, adolescent injury prevention project, awards of vehicles, and Indian senior citizen centers); and (6) informational services ("The Source" newsletter, and public, tribal, and governmental information assistance). A map of New Mexico's Indian reservations is appended. (JMM)

ED 283 734 SO 017 916

Global History. A Curriculum Guide. Second Semester. Theme IV: Developing Democratic and Nationalist Movements Have Had an Effect around the World. Teacher Strategies. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 82

NOTE- 89p.; For related student worksheets, see SO 017 917; for other global history materials, see SO 017 913-923.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 (New York City Public Schools, $2.50; others, $5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Course Content; *Curriculum Guides; Democracy; *Global Approach; *History Instruction; Instructional Materials; Learning Activities; *Nationalism; Politics; Resource Materials; Revolution; Secondary Education; Secondary School Curriculum; World History

Designed to assist teachers and supervisors in the implementation of the global history course, this bulletin presents learning activities which include the rationale, performance objectives, and teaching strategies related to Theme IV entitled, "Developing Democratic and Nationalist Movements Have Had an Effect around the World." There are four subthemes: (1) The Roots of British Democracy; (2) The Concept of Natural Law Was Manifested in the Enlightenment; (3) The French Revolution Was Influenced by External as Well as Internal Forces and Had an Impact throughout the World; and (4) The Impact of Nationalism Has Been Profound and Global in Nature. Included is a suggested calendar of lessons as a guide for teaching global history on a daily basis. (KWL)

ED 283 748   SO 018 134

Elder, Pamela; Carr, Mary Ann
Worldways: Bringing the World into the Classroom.
REPORT NO.- ISBN-201-22126-8
PUB DATE- 87
NOTE- 256p.
AVAILABLE FROM- Addison-Wesley Publishing Co., Inc., 2725 Sand Hill Road, Menlo Park, CA 94025.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cultural Awareness; *Cultural Education; Cultural Images; *Cultural Interrelationships; Elementary Secondary Education; *Global Approach; *Interdisciplinary Approach; International Studies; Learning Activities; *Multicultural Education; Second Language Learning

Educators today face a growing responsibility: the more complex and interdependent the world becomes, the greater the student's need for skills, tools, and confidence with which to face the future. Global education is a response to this need. Global education is not a new subject to be taught but rather an approach to all the subjects, a vital perspective for the total curriculum. This volume offers a wide range of learning activities encompassing most areas of the curriculum and providing an approach for developing global awareness at the upper elementary to lower secondary levels. The activities are designed to use materials readily available to classroom teachers. Because of the emphasis on worldwide cultures, many activities could be useful in the teaching of foreign languages or of English as a second language. Guidelines for teaching are offered in much the same way that recipes offer guidelines for cooking. Blackline masters required for selected activities are included. A 54-page resources section describes books, periodicals, curriculum materials, and organizations useful to those interested in developing global learning experiences for their students. (BZ)

ED 283 388 FL 016 786

Sage, Howard
Incorporating Literature in ESL Instruction. Language in Education: Theory and Practice, No. 66.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-13-455981-9-01
PUB DATE- 87
NOTE- 99p.
CONTRACT- 400-86-0019
AVAILABLE FROM- Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994 ($9.33).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Content; *English (Second Language); Evaluation Criteria; Fiction; Literary Criticism; *Literature Appreciation; *Media Selection; *Poetry; Second Language Instruction; *Short Stories; Thematic Approach

A guide to the use of literature to teach English as a second language (ESL) begins with a discussion of the role of literature in ESL and the rationale for using it. Subsequent chapters discuss specific issues in using poetry and short stories in the ESL classroom, including the benefits, main aspects of the genres, points of entry, instructional principles and techniques, material selection strategies, and classroom activities to accompany discussion. Two final chapters review the place of literature in ESL instruction and provide guidelines for selecting and editing literary works. Reference and resource lists are also included. (MSE)

ED 283 405 FL 016 803

Bernache, Carolyn; Jones, Jacqueline
7th Grade Life Science Units Modified for ESOL Students--Middle School.
Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE- 86
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiolingual Skills; Behavioral Objectives; *Biological Sciences; Class Activities; Classroom Techniques; Curriculum Guides; *English (Second Language); Evaluation Methods; Grade 7; Instructional Materials; Junior High Schools; *Laboratory Equipment; *Laboratory Safety; Reading Comprehension; *Scientific Concepts; Student Evaluation; Student Needs; Vocabulary Development; Writing Skills

A set of supplemental materials for teaching grade 7 life sciences to beginning and intermediate students of English as a second language (ESL) includes an introductory section on teaching the ESL student and six instructional units. The introductory section discusses the special classroom needs and characteristics of the ESL student and provides suggestions for testing these students, a sample cloze test at two levels, specific behavioral objectives, suggestions for classroom activities and techniques, and a list of additional resources. The instructional units contain a variety of activities for teaching these topics: laboratory safety and equipment, the scientific method, the microscope and its use, the cell, plants and photosynthesis, and the frog. The activities include identification games, comprehension exercises, and several kinds of word games. (MSE)

Florez, Viola; Hadaway, Nancy L.
Relationship of Oral Language Proficiency and Writing Behaviors of Secondary Second Language Learners.

PUB DATE- Jan 87
NOTE- 10p.; Paper presented at the Southwest Regional Conference of the International Reading Association (15th, Phoenix, AZ, January 22-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Discussion (Teaching Technique); *English (Second Language); *Language Proficiency; Multilevel Classes (Second Language Instruction); Oral Language; Secondary Education; Second Language Learning; *Speech Skills; Vocabulary Development; Writing (Composition); *Writing Processes; *Writing Skills

A study examined the impact of oral language competence on the writing behavior of secondary students of English as a second language (ESL). Samples of student writing in both the native Spanish and English were analyzed along five dimensions (topic of the composition, internal organization of thoughts, conveying meaning, sentence construction, and mechanics) and by two quantitative measures (number of main independent clauses and total words per composition). The profile describing the writing performance of each student was then compared to his oral proficiency test score. It was found that the greatest overall difficulty with the ESL writing was lack of vocabulary. No composition received full credit on any of the five dimensions studied. Most students were able to group sentences into paragraphs, but still needed help on organizational strategies such as logical beginnings or introductions and conclusions. Some students showed parallel abilities in both native and second languages, but others showed unequal competence in the two languages. Oral language development could have an effect on writing behavior, but oral language proficiency scores may not indicate what to expect of the students' composing behavior. More prewriting activities and increased class time on each topic are recommended. (MSE)

ED 283 375 FL 016 764

Garrott, Carl L.
A Systematic Approach to Teaching Declarative and Interrogative Intonation Patterns in French.
PUB DATE- 83
NOTE- 74p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Educational Objectives; *French; *Intonation; *Introductory Courses; Learning Modules; Pilot Projects; Pronunciation; Secondary Education; Second Language Instruction; Skill Development; Speech Skills; *Suprasegmentals

The development, testing, and classroom use of an instructional module for teaching French intonation patterns to beginning students are described. The module begins with the "accent tonique," the simplest of French intonation patterns, which the student must learn to detect and imitate in progressively more difficult combinations before going on to learn the more varied imperative and interrogative patterns. The rationale for the approach; performance skills objectives; a description of the pilot study in a public school system; both an instructor's guide and a student's guide; a list of classroom instructional materials; criterion-referenced tests (with answers) for each of the objectives; and suggestions for preinstructional, practice, and follow-through activities are included. (MSE)

ED 283 420 HE 020 393

Stepura, Barbara A.; Tilbury, Mary S.

An Analysis of Academic Programs Preparing Nursing Administrators.

PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Admission Criteria; College Programs; Course Content; *Graduation Requirements; Higher Education; *Masters Programs; *Nursing Education; School Surveys

Key elements of the master's level programs offering majors and/or minors in nursing administration and accredited by the National League for Nursing were assessed. The focus was admission and graduation stipulations and curriculum content. Courses were classified according to content and categorized as either administration, research, generic/support, clinical, or other. For the 70 responding nursing schools, 25 admission requirement categories, 4 graduation requirement categories, and 12 different graduation credit standards of measurement were found. Curriculum analysis was structured around the program's preparation objectives: major concentration or functional role in nursing administration. Of 66 programs, 31 were majors and 35 were functional (19 schools were omitted from program analysis). A total of 824 courses were identified in the 66 programs. Strong curriculum strands were found emphasizing theory, theory development, and in particular, nursing theory content. Similar patterns were found in research curriculum content. Measurable differences were apparent between major and role programs in the categories of administration, clinical, and generic course requirements. (SW)

ED 283 434 HE 020 408

White, Michael R.

Graduate Education and the Doctor of Industrial Technology Degree: The Purposes, Roles, and Functions. Monograph Series, 2.
University of Northern Iowa, Cedar Falls. Dept. of Industrial Technology.
PUB DATE- 83
NOTE- 15p.
AVAILABLE FROM- Wagner Resource Center, Department of Industrial Technology, University of Northern Iowa, Cedar Falls, IA 50614
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Doctoral Degrees; Educational Objectives; *Graduate Study; Higher Education; *Industrial Education; *Technical Education; *Technology
IDENTIFIERS- *Industrial Technologists; University of Northern Iowa

Professional concerns for graduate study in general and the nature of doctoral degrees in the field of industrial arts are discussed, with specific focus on the Doctor of Industrial Technology (D.I.T.), which is offered as an alternative to the Ph.D. or Ed.D. at the University of Northern Iowa. Three basic purposes of graduate education as specified by the National Board on Graduate Education are: professional education and training, the production of new knowledge, and the preservation and transmission of knowledge. Study experiences for students in doctoral programs may entail formal lecture courses and then activities where knowledge and the use of scholarly tools can be demonstrated. Ph.D., Ed.D., and Doctor of Arts programs are briefly addressed, along with other less known discipline-oriented doctoral degrees. Purposes of the D.I.T. program are identified, including developing knowledge and practice of: industrial technology as a discipline, the behavior of technological systems in industry and their effect on people and environment, and the potential and limitations of future development in technological systems and their utilization in industry. Goals and characteristics of the D.I.T. program are also specified along with a list of core courses and examples of internships completed in D.I.T. programs. (SW)

Boards for the Professions. A Statement of Background and Guidelines.
New York State Education Dept., Albany. Office of the Professions.

PUB DATE- Oct 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrators; Agency Cooperation; Discipline Policy; Ethics; Higher Education; Professional Associations; Professional Education; *Professional Personnel; *State Licensing Boards
IDENTIFIERS- *New York

The functions, prerogatives, and responsibilities of the New York State Boards for the several professions and of the executive secretary to the board are delineated. These boards assist the Board of Regents and the Department of Education on matters of professional licensing, practice, and professional conduct. The following aspects of board administration are covered: board meetings; bylaws; fiscal affairs; the board's functions concerning licensing examinations, evaluation of experience, and disciplinary proceedings; relations with professional organizations; relations with professional institutions and programs; communications; policy; and public members of the board. The executive secretary occupies a position within the structure of the Education Department and within the informal structure of a profession. Guidelines for per diem payments of members for time devoted to the work of the board are included. (SW)

Hicks, Mary Frances
Marketing Children's Services at the Central Library of Sacramento Public Library.
PUB DATE- 87
NOTE- 159p.; Master's Thesis, California State University, Sacramento. Appended maps contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Community Characteristics; Community Surveys; Library Planning; *Library Services; *Marketing; Needs Assessment; *Public Libraries; Questionnaires; Reading Habits; *User Needs (Information); Use Studies
IDENTIFIERS- *California (Sacramento); *Childrens Library Services

Conducted prior to the building of a new central library, this study was designed to assess the need for children's library services in downtown Sacramento. The development of a profile of the community environment and general characteristics of the population through the use of secondary sources is described; the assessment of family needs and desires for children's library services by means of a telephone survey of families in the downtown Sacramento area is discussed; and demographic data obtained through the telephone survey are presented. Because both the community profile and the survey documented a small population of children in the downtown area, it is concluded that the central library's staff must seek patrons outside the downtown area; and recommendations for further study as well as suggestions for marketing in terms of product, place, price, and promotion are provided. The text is supplemented with 54 tables and a 42-item bibliography is provided. Appendices include maps of the community areas and neighborhoods; the survey questionnaire; and lists of the public elementary and middle schools in the study area and their addresses, community organizations serving children and families in the study area, and licensed child day care centers, parent participation preschools, and headstart programs in the study area. (KM)

ED 283 575 JC 870 316

Ideoka, Keith

An Introduction to the Sexual Reproduction of Flowering Plants. Ornamental Horticulture I, Lesson Plan No. 5.

Hawaii Univ., Manoa. Western Curriculum Coordination Center.

PUB DATE- 86

NOTE- 55p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Floriculture; High Schools; Instructional Materials; Lesson Plans; *Ornamental Horticulture; *Plant Propagation; *Reproduction (Biology); Teacher Developed Materials; Teaching Guides

Developed as part of a 90-hour high school course in ornamental horticulture, this 50-minute lesson plan is designed to explain the process of pollination and fertilization of flowering plants. The lesson plan begins with information on the course for which the lesson was designed; equipment and audio-visual aids needed; required student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids needed for each step of the lesson. The lecture portion of the presentation includes a discussion of facts about simple sexual reproduction of flowering plants; types of flowers and plants that reproduce sexually; and the 13 parts of a flower; while the practicum portion of the lesson involves the dissection and examination of a hibiscus flower. The lesson plan includes handouts. (EJV)

DeHardt, Susanne M.
Beyond the Classroom: Preparing Teaching Professionals to Advocate for Themselves and Others. A Beginning.
PUB DATE- 86
NOTE- 129p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advocacy; *Child Advocacy; Elementary Education; *Elementary School Teachers; Lobbying; Participant Satisfaction; Program Development; *Program Evaluation; Questionnaires; *Teacher Workshops

This practicum was designed to provide teaching professionals with advocacy information, skills, techniques, and resources in order to increase participant awareness and self-confidence, and, ultimately, their community involvement. The primary method used to address this goal was the development and presentation of three workshops. These were extended with Legislation Updates sent to the participants after the workshops. The content of each workshop varied somewhat to meet the interests and needs of each group. To evaluate the impact of this practicum, participants were asked to complete evaluation forms immediately after each workshop session. After a certain amount of time, participants were mailed a Feedback Form which allowed them to report on advocacy actions in which they had participated. Results indicated that not all subjects met the workshop criteria but some subjects exceeded them. Results also showed that 16% of the participants had done some networking of the material presented, and 10% had been involved in some kind of advocacy action. (Author/BG)

ED 283 660 RC 016 298

Ross, Cathy; And Others
Teaching about Thanksgiving. Second Edition.

Highline Public Schools, Seattle, Wash.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- May 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indians; *Cultural Activities; Cultural Context; Elementary Education; Holidays; Instructional Materials; Learning Activities; Misconceptions; Multicultural Education; *Resource Materials; Stereotypes; Tribes; United States History; Units of Study
IDENTIFIERS- Pilgrims; *Thanksgiving; *Wampanoag (Tribe)

Intended to help teachers for grades K-6 accurately present the events surrounding the first Thanksgiving, this guide features an historically accurate story for children, historical background for teachers, and activities for expanding and enriching instruction. The introduction discusses the need for teachers to be honest and informative about Thanksgiving without passing on historical distortions and racial and cultural stereotypes. A six-page story for children presents the first Thanksgiving story stressing historic and cultural accuracy. Topics include the critical assistance given by the Indians to the Pilgrims and the fact that the Pilgrims and the Wampanoag Indians who celebrated Thanksgiving together did not remain friendly. Resource materials include a map of Plymouth Colony and vicinity, a Thanksgiving prayer translated from the Iroquois (Seneca) People, recipes for succotash and other dishes with corn, instructions for making and clothing Iroquois corn husk dolls, and instructions for making a model of a woodland wigwam. (JHZ)

ED 283 690 SE 048 225

Wiebe, Arthur, Ed.; And Others
Spring into Math and Science. K-1 Book 3.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 87
NOTE- 83p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 223-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; Experiential Learning; General Science; Instructional Improvement; *Integrated Activities; Interdisciplinary Approach; *Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Primary Education; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

Designed to supplement the mathematics-science curriculum, this booklet contains activities which provide children of K-1 grade levels with opportunities for developing mathematics and science skills in experiential ways. Twenty mathematics skills and nine science process skills are listed and indexed for the 15 activities which are seasonally based and focus on spring. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 705 SE 048 240

Wiebe, Arthur, Ed.; And Others
Down to Earth Solutions for Math + Science. Earth Science. Book 6.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.

PUB DATE- 86
NOTE- 83p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; *Geology; Instructional Improvement; Integrated Activities; Interdisciplinar Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Meteorology; Middle Schools; *Oceanography; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

Developed as a means of integrating mathematics skills and science processes, this booklet focuses on activities dealing with geology, oceanography, and meteorology for students of grades five through eight. Twenty mathematics skills and 11 science processes are listed and indexed for the 18 activities. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 720   SE 048 255

Bennetta, William J.

Crusade of the Credulous: A Collection of Articles About Contempora
Creationism and the Effects of That Movement on Public Education.
PUB DATE- 86
NOTE- 37p.
AVAILABLE FROM- Publications Office, California Academy of Sciences
Golden Gate Park, San Francisco, CA 94118 ($2.00; 100+ copies $1.
each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biology; Content Analysis; *Controversial Issues (Cour
Content); *Creationism; Elementary School Science; Elementary
Secondary Education; *Evolution; Moral Issues; Public Education;
Public Opinion; Religious Factors; *Science and Society; Science
Education; *Science Instruction; Scientific Literacy; Secondary
School Science; *Textbook Content; Textbook Evaluation

Perspectives on contemporary creationism are offered and the effects of that movement on public education are examined in this collection of articles. Six papers address concerns related to: (1) the detrimental impact of creationism on the teaching of science and on the understanding of the natural sciences; (2) efforts in confronting creation pseudoscience and creationists' attempts to controlling the schools; (3) evolution's coverage in textbooks; (4) exclusion of the subject of evolution in biology textbooks; (5) treatment of evolution in seven new life-science textbooks; and (6) political movement and the aspirations of the creationists. (ML)

ED 283 449 HE 020 427

Taylor, William
Universities under Scrutiny.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12922-7
PUB DATE- 87
NOTE- 117p.
AVAILABLE FROM- OECD Publication and Information Centre, 1750 Pennsylvania Avenue, NW, Suite 1207, Washington, DC 20006-4582.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *College Role; Economic Factors; *Educational Policy; Educational Quality; Foreign Countries; *Higher Education; Institutional Mission; Mission Statements; Research Projects; Research Universities; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *Organisation for Economic Cooperation Development

This report is intended to stimulate discussion among and within the 18 countries comprising the Organisation for Economic Co-operation and Development (OECD) about recent, current and future changes in the role and functions of their universities. Of particular concern are difficulties associated with preparing, legislating, and implementing policy. Ten main functions that universities fulfill in OECD countries are identified, based on mission statements. The influence of economic, social, and political factors on the roles of universities is also addressed. To clarify current problems of universities in OECD countries, the way the higher education system came into being, particularly since 1960, is discussed, along with the development of nonuniversity higher education during these decades. Additional issues considered include: access and participation in higher education, the age and sex of students, part-time enrollments, undergraduate and postgraduate curricula, nontraditional curricula, the research role of universities and external and industrial support for research, universities and the economy, the age structure of the academic profession, tenure and conditions of service for faculty, quality in higher education, and tasks for the future. (SW)

ED 283 463 HE 020 450

Loessin, Bruce A.; And Others
Correlates of Fund Raising Outcomes for Four Donor Groups.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Apr 87
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; *Corporate Support; *Donors; Endowment Funds; Expenditures; *Fund Raising; Higher Education; *Philanthropic Foundations; Private Colleges; *Private Financial Support; Public Colleges; Research Universities; Two Year Colleges

Factors affecting fund raising potential and effectiveness at 575 higher education institutions were investigated, based on fund raising information reported to the Council for Financial Aid to Education for the years 1982-1983, 1983-1984, and 1984-1985. The following types of public and private colleges were studied separately: research, doctoral, comprehensive, baccalaureate, and two-year. Attention was directed to the 3-year average for gifts from foundations and corporations, alumni, and other individuals, as well as endowment funds, the institutional budget, expenditures, and other institutional characteristics. Endowment and educational and general expenditures were the institutional characteristics most highly correlated with total voluntary support. Private institutions in each type, on the average, reached higher levels of total gifts and gifts from major donor groups, with one exception (corporation gifts for public research universities). Alumni gifts were most highly correlated with endowment, expenditures per student, educational and general expenditures, and admissions selectivity. Findings for the other donor groups are reported, along with the results of a mail survey concerning fund-raising expenditures and staff. Five tables, eight figures and a 13-item reference list are included. (SW)

Utilization of Residence Hall Facilities, Fall 1986, with Trends from Fall 1977. Report No. 9-87.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jun 87
NOTE- 106p.
AVAILABLE FROM- State University of New York, Central Administration, Office of Institutional Research, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Housing; Comparative Analysis; Costs; *Dormitories; *Facility Utilization Research; Higher Education; Income; Multicampus Colleges; On Campus Students; Resident Assistants; *State Universities
IDENTIFIERS- *State University of New York

Data on the utilization of residence hall facilities at campuses of the State University of New York are presented for fall 1986, with summary data for fall 1977 through fall 1986. In addition to trend data for each college and college type, graphic displays of percent utilization of residence hall facilities are provided. Tables for fall 1986 cover: (1) aggregated data that describes the original capacity of residence halls, permanent and temporary adjustments to this capacity, and net available space and actual utilization; (2) detailed data on the types of utilization of net available space, with resident student utilization as well as other types of utilization arrayed in categories; (3) resident student utilization arrayed by institution, type of accommodation, and rate paid by students; (4) data that describe revenue-producing utilization of residence halls for uses other than student occupancy; (5) the utilization of net revenue producing adjusted design capacity by rate; and (6) displays by college of the distribution of resident assistant (RA) bed rental waivers, total student occupancy, and ratios of resident students to RAs. Additional tables show trends from 1977 through 1986, and definitions are provided. (SW)

ED 283 505 IR 012 709

Rieber, Lloyd P.; Hannafin, Michael J.
The Effects of Computer Animated Orienting Activities and Practice o
Application and Problem Solving Skills in an Elementary Science
Lesson: An Exploratory Study.
PUB DATE- Feb 87
NOTE- 7p.; Paper presented at the Annual Meeting of the Association
for Educational Communications and Technology (Atlanta, GA,
February 26-March 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advance Organizers; Animation; Cognitive Processes; *Computer Assisted Instruction; Computer Graphics; *Drills (Practice); Hypothesis Testing; *Instructional Design; Interactive Video; Intermediate Grades; *Intermode Differences; Learning Activities; Multivariate Analysis; Problem Solving; Research Needs
IDENTIFIERS- *Orienting Tasks

A study was carried out at Pennsylvania State University to examin the effects of both textual and computer animated orienting activities--i.e., mediators through which new information is presented to the learner--and practice on the application and problem solving skills of elementary school students. It was hypothesized that students provided with orienting materials containing textual and animated information would acquire both skills more effectively than students provided either activity alone or neither activity. It was further hypothesized that practice would be of greatest value where orienting support was minimal. Subjects consisted of 111 fourth, fifth, and sixth grade students from a rural public elementary school who were randomly assigned to either a text, animated, or text plus animated orienting activity group, or to a control group having no orienting activity. Groups were divided into practice and no practice subgroups. Upon completion of the computer-assisted instruction lesson, students were administered a posttest measuring both application and problem solving skills. Results indicated that the nature of the orienting activity did not affect the learning of either application or problem solving skills; however, practice was found to hamper performance for both skills, and no interactions were detected. (MES)

ED 283 518 IR 012 722

David, Marianne; Maguire, Maureen
TV and Growing Up.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-467-6
PUB DATE- 83
NOTE- 303p.
AVAILABLE FROM- New York City Board of Education, Publication Sales Office, Room 136, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Broadcast Industry; *Class Activities; Educational Television; Elementary Education; Federal Regulation; Junior High Schools; Lesson Plans; *Mass Media Effects; Production Techniques; *Programing (Broadcast); Stereotypes; Television Commercials; *Television Curriculum; Television Research; *Television Viewing; Violence
IDENTIFIERS- Federal Communications Commission

Designed to teach students to become selective and discriminating users of television who will be better able to affect changes in programming, this bulletin offers a series of suggested activities and lesson plans for teachers to use in planning instructional programs around television for students in kindergarten through grade 9. This course of study offers information about the role of television in our lives, programming and production aspects, and the history and development of television. Resource materials, classroom activities, and suggestions on how parents and teachers can use television with youngsters are also provided. In addition to an understanding of how television developed and how it works, students completing this course of instruction should come away with the following basic concepts: (1) television brings people together; (2) television reflects and influences society; (3) television instructs directly and indirectly; (4) television affects our actions as consumers; (5) television affects personal development; (6) our actions affect television; and (7) how television developed and how it works. An extensive list of reference materials and a list of works cited is appended. (MES)

ED 283 546   JC 870 285

Young, Joan

Introduction to the Tort of Negligence as It Pertains to the Medical Office. Medical Law and Economics, Lesson Plan No. 3.

Hawaii Univ., Manoa. Western Curriculum Coordination Center.

PUB DATE- 86

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Allied Health Occupations Education; Community Colleges; Instructional Materials; *Law Related Education; *Legal Responsibility; Lesson Plans; Medical Assistants; *Medical Services; *Outcomes of Treatment; Physician Patient Relationship; Teacher Developed Materials; Teaching Guides; *Torts; Two Year Colleges

IDENTIFIERS- *Negligence

Designed as part of a 40-hour course in medical law and economics, this lesson plan was developed to enable students to: (1) define and give examples of the tort of negligence in the medical profession; (2) distinguish between and give examples of personal and professional negligence; (3) be able to identify, for a given situation, the three major points a plaintiff in a professional negligence suit will have to prove; (4) apply the doctrine of "respondeat superior" to the physician-employer/medical assistant relationship and translate its importance into the medical office setting; and (5) explain how to reduce the likelihood of rendering an employer or oneself liable. The lesson plan begins with information on the course for which the 50-minute lesson was designed; equipment and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids necessary for each step of the lesson. Transparency masters are included. (PAA)

ED 283 561 JC 870 301

Jones, Joan

Comparing Test Anxiety Levels between Assessment Center Students Who Have Participated in an Orientation Session and Those Who Have Not.

PUB DATE- Mar 87
NOTE- 36p.; *Ed.D Practicum, Nova University.*
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Program Effectiveness; Relaxation Training; *School Orientation; Student Personnel Services; *Test Anxiety; *Test Wiseness; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Oxnard College CA

A study was conducted at Oxnard College to assess the effectiveness of a multimodal orientation program designed by the college's Assessment Center to reduce test anxiety traumas by explaining theories of stress and techniques for stress reduction, self-help breathing, muscle relaxation, and creative visualization. The Test Anxiety Inventory (TAI) was administered to a control group of 24 students who did not participate in the orientation session and to an experimental group of 24 students who took the TAI after the orientation session. TAI results indicated that the students who participated in the orientation session had significantly lower test anxiety, worry, and emotionality levels than those who did not participate. Participants indicated to the Assessment Center staff that they appreciated the time and attention that was focused on their test anxiety prior to taking tests at the Center, and that they would be interested in more in-depth information related to test-taking strategies and relaxation techniques. The TAI and an outline of the orientation program are appended. (EJV)

ED 283 603 PS 016 570

Wentworth, Naomi; Haith, Marshall M.
Reaction and Anticipation in Infants' Tracking of Visual Movement.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Coordination; Expectation; Individual Development; *Infants; *Visual Perception; *Visual Stimuli
IDENTIFIERS- *Visual Tracking

This study examined the development of smooth visual tracking in 1 infants 2 and 3 months of age, with particular attention given to the role of expectation in tracking complex visual motion. Data were gathered by recording the image of the infant's eye as he or she tracked a small computer-generated target as it moved in a sinusoidal trajectory across a video monitor. Tracking of this motion required coordination of horizontal and vertical eye movements. On 6 of 12 screen transits presented, the amplitude and period of the sinusoid were suddenly reduced and target velocity was decreased. Changes were expected to disrupt infants' tracking if infants were developing expectations for the base trajectory. Findings indicated that tracking amplitude, proportion of saccades, and phase lags improved with practice. Changes in the sinusoid disrupted tracking. Findings suggest that 2- and 3-month-old infants form expectations about a moving object's trajectory, and use expectations to facilitate tracking. (Author/RH)

ED 283 631 RC 016 193

Russell, A. Yvonne, Ed.; Lusero, Gilberto T., Ed.
Conference on Health Problems of the US-Mexico Border: Gaps in Service and How to Fill Them Proceedings (El Paso, Texas, February 27-March 1, 1985).
Pan American Health Organization, El Paso, TX. Field Office.; Texas Univ., Galveston. Medical Branch.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 85
NOTE- 59p.
AVAILABLE FROM- Office of the Dean of Medicine, Suite 528 Administration Building, The University of Texas Medical Branch, 301 University Boulevard, Galveston, TX 77550 ($1.50 postage and handling fee).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; Biculturalism; Death; Diseases; *Family Health; Family Planning; *Health Needs; *Health Programs; Intercultural Programs; *International Programs; Migrants; Needs Assessment; Obstetrics; Pediatrics; *Philanthropic Foundations; Preventive Medicine; Primary Health Care; Program Effectiveness
IDENTIFIERS- Carnegie Foundation; *Health Promotion; Kellogg Foundation; *Mexico United States Border

Papers presented, workshop discussions, and conference recommendations are collected in this report of a conference intended to review health needs along the United States-Mexico border and focus on what assistance might practically and realistically be given by the Carnegie Corporation and other private and public funders. Topics of discussion are border health, health promotion and disease prevention, maternal and child health, family planning, and primary care. The texts of the speeches by a speaker from the United States and a speaker from Mexico address each topic. Two papers discuss the role of the W. K. Kellogg Foundation in assisting Latin America and the role of the Pan American Health Organization. The summary of workshop discussions includes specific recommendations for cooperative efforts and agreements and identifies programs which have proven effective and should be augmented, continued, restored, or replicated at other sites. Further recommendations are made for implementing programs in health education, environmental and occupational health, health insurance, maternal and child health, and family planning. The report includes a bibliography of 112 references and a directory of conference attendees. (JHZ)

ED 283 646 RC 016 245

Kraft, Richard J., Ed.; Kielsmeier, James, Ed.
Experiential Education and the Schools.
Association for Experiential Education, Boulder, CO.
PUB DATE- 85
NOTE- 266p.; Many pages may not reproduce well due to marginal legibility.
AVAILABLE FROM- Association for Experiential Education, CU Box 249, Boulder, CO 80309 ($14.00 members, $16.00 non-members plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Apprenticeships; Curriculum Development; Educational Assessment; *Educational Change; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Experiential Learning; *Field Experience Programs; Higher Education; Internship Programs; Learning Activities; Program Descriptions; Program Evaluation; Program Implementation; Public Service; Student Role; Teacher Role; Teaching Methods; Volunteers; *Work Experience Programs
IDENTIFIERS- Foxfire

This anthology of 58 pieces originally published in the "Journal of Experiential Education" focuses on the value of experiential learning and the need to incorporate direct experience in formal education. Chapter 1 summarizes and reviews the findings of "A Nation at Risk" and other major national reports on education. Chapter 2 looks at general theories of experiential education. Topics include the design of experiential curricula and the relationship of competency-based and experiential education. Chapters 3 and 4 examine experiential learning in the classroom. Two papers discuss the history, principles, and growth of "Foxfire" and the cultural journalism movement. Other papers include a guide for starting an experiential program in a school, a description of a graduate course in education devoted to the development of techniques using direct experience in the history curriculum, and a description of a biology course involving field study and the solution of a real environmental management problem. Chapters 5 and 6 describe programs involving service learning, youth volunteers, apprenticeships, and internships. Chapter 7 deals with research and program evaluation. Chapter 8 contains practical suggestions for teaching and covers topics such as how to plan a successful simulation and how to use initiative games. (JHZ)

Tweney, Ryan D.

What Is Scientific Thinking?

PUB DATE- 87
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 23-25, 1987). Work supported in part by the faculty research committee of Bowling Green State University.
CONTRACT- 2Q161102B74F
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Cognitive Processes; *College Science; Higher Education; *Learning Theories; *Models; Physics; Science Education; Science Instruction; Scientific Enterprise; Secondary Education; *Secondary School Science; Textbook Content; *Textbook Evaluation; Theories

Drawing parallels with critical thinking and creative thinking, this document describes some ways that scientific thinking is utilized. Cognitive approaches to scientific thinking are discussed, and it is argued that all science involves an attempt to construct a testable mental model of some aspect of reality. The role of mental models is portrayed with regard to problem solving and inferential thinking. Five major points are outlined that attempt to characterize scientific thinking in light of the "mental model" approach to science. These state that: (1) mental models are constructed representations of the perceptual world; (2) mental models can be verbal, visual, or mathematical in nature (or some combination of the three); (3) mental models are based on existing scripts and schemata in the knowledge base; (4) inferential extensions are not based on formal processes; and (5) seeking new data is done in ways that depend on the nature of the current mental model. Implications of this view of scientific thinking on education are disucssed, and the five points are used to evaluate a biology textbook and a physics textbook. (TW)

ED 283 735 SO 017 917

Global History. A Curriculum Guide. Second Semester. Theme IV: Developing Democratic and Nationalist Movements Have Had an Effect around the World. Student Worksheets. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 82

NOTE- 164p.; For related teacher strategies, see SO 017 916; for other global history materials, see SO 017 913-923.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 (New York City Public Schools, $2.50; others, $5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Course Content; *Curriculum Guides; Democracy; *Global Approach; *History Instruction; Instructional Materials; Learning Activities; *Nationalism; Politics; Resource Materials; Revolution; Secondary Education; Secondary School Curriculum; Teaching Methods; World History

The worksheets contained in this bulletin are designed for use in conjunction with the teaching strategies for Theme IV entitled, "Developing Democratic and Nationalist Movements Have Had an Effect Around the World." The worksheets correspond to specific strategies with accompanying questions on the appropriate strategy page. Included are suggested student activities for the four subthemes: (1) The Roots of British Democracy; (2) The Concept of Natural Law Was Manifested in the Enlightenment; (3) The French Revolution Was Influenced by External as well as Internal Forces and Had an Impact throughout the World; and (4) The Impact of Nationalism Has Been Profound and Global in Nature. In order to sensitize students to the existence of a shared cultural legacy, the Global Cultural Bank activity is included. This may be used as the culmination exercise for each subtheme. (KWL)

Ohala, Manjari
Schwa Deletion and Vowel Nasalization in Hindi by Linear and Non-Linear Routes: A Reassessment.
PUB DATE- May 86
NOTE- 20p.; Paper presented at the South Asian Languages Analysis Roundtable (8th, Urbana, IL, May 29-31, 1986). Faint dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Speech); Comparative Analysis; *Hindi; *Language Patterns; Language Research; *Linguistic Theory; Morphemes; *Morphophonemics; *Phonology; Syllables; Syntax; Uncommonly Taught Languages; *Vowels

A discussion of two aspects of Hindi phonology, schwa deletion and vowel nasalization, compares two theories concerning the processes behind these phenomena. A non-linear analysis is compared with a more traditional, linear notation. Results indicate that in most cases, both sets of rules work equally well but in some, the linear explanation is less "ad hoc" and more insightful. Certain assumptions inherent in the non-linear analysis are also called into question. (MSE)

ED 283 406 FL 016 804

Petrimoulx, John
Building an Airport and Other Fun ESL Learning Activities.
PUB DATE- Jun 86
NOTE- 13p.; Paper presented at the Annual University of South Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (6th, Tampa, FL, June 27-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartoons; *Class Activities; Classroom Techniques; Courts; Difficulty Level; *English (Second Language); *Games; *Grammar; Paragraphs; *Problem Solving; Role Playing; Second Language Instruction; Small Group Instruction; Speech Skills; Writing Skills

Thirteen classroom activities designed to provide active language practice for students of English as a second language are described. Some highlight a targeted grammatical structure, and others require that students work together to solve a problem. Each is designated by level of difficulty (beginning, intermediate, or advanced), skill focus (oral or written), and activity type (problem solving, question and answer, or creative/generative). The activities include building an airport, survival, courtroom drama, cartoon captions, missing pictures, traveling tales, building a paragraph, solving a mystery, last letter, dictation box, alibi, Jeopardy, and 20 Questions. (MSE)

ED 283 589 PS 016 406

Chenier, Nancy Miller; And Others
Financing Child Care: Future Arrangements. Report of the Task Force on Child Care: Series 2.
Canada Dept. of Supply and Services, Ottawa (Ontario).; Status of Women Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-14404-X; SW43-1/2-1985E
PUB DATE- Dec 85
NOTE- 274p.; For other reports in this series, see PS 016 405-410.
AVAILABLE FROM- Status of Women Canada, Communications Unit, 151 Sparks St., Suite 1005, Ottawa, Ontario, Canada K1A 1C3.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Costs; *Day Care; Early Childhood Education; Education; Federal Government; *Financial Support; Foreign Countries; *Futures (of Society); *Government Role; Health; *Job Development; Models; National Programs; Prediction; Social History; State Government
IDENTIFIERS- *Canada; Canada Assistance Plan; Maternity Benefits

Future arrangements for financing child care in Canada is the subject of the five research studies in this volume. The studies were commissioned as part of an effort to provide detailed analyses of issues of special relevance to child care and parental leave policies and the effects of such issues on the changing Canadian family. Paper 1 provides an historical overview of the evolution of social policy from 1867 to 1967 in four areas: education, health care, maternity leave, and day care, comparing common elements in the program development process. Paper 2 describes the structure of a child care costing model which estimates the costs of the current child care system in Canada, and provides forecasts of costs of a national child care system, given various measures of demand, child/staff ratios, and staff wage rates. Paper 3 examines models of federal-provincial fiscal arrangements in which federal contributions are made to programs under provincial jurisdiction, and proposes options for financing a Canadian child care system, including a conditional transfer, conditional cost-sharing, and combined conditional grant and cost-sharing. Paper 4 describes a job creation model for the child care industry, direct job creation programs, and an industrial assistance program. Paper 5 estimates the cost and impact, over a 10-year period, of a proposal for the federal government to cost-share flat-rate operating grants and start-up grants to licensed, non-profit day care spaces. Revision of the Canada Assistance Plan is proposed. (RH)

ED 283 749 SO 018 161

Disler, Mark R.

Statement of Mark R. Disler, Deputy Assistant Attorney General, Civil Rights Division, before the Committee on Labor and Human Resources, United States Senate, Concerning Grove City Legislation.

Department of Justice, Washington, D.C. Civil Rights Div.

PUB DATE- 1 Apr 87

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Citizenship; Civics; *Civil Liberties; *Civil Rights; Civil Rights Legislation; Constitutional Law; Court Litigation; Due Process; Justice; Social Studies; United States Government (Course)

IDENTIFIERS- Age Discrimination Act 1975; Civil Rights Act 1964 Title VI; Congress 99th; Rehabilitation Act 1973 (Section 504); *Title IX Education Amendments 1972

Testimony concerning the Supreme Court decisions in the case of Grove City College v. Bell (1984) is presented in this document. The Courts ruling that Federal aid to a student constitutes funding only of the college's student air program, nor the entire institution, reflected the more persuasive reading of the Title IX Education Amendments, according to the U.S. Department of Justice. The administration has supported specific legislation to address civil rights issues in response to Grove City and has opposed the Civil Rights Restoration Act of 1987 (S. 557) for the following reasons: (1) the Act's expansion of mandatory abortion coverage, (2) its insufficient protection of religious tenets, and (3) the expanded federal authority it would grant over a wide range of activities. Legislation addressing the Grove City decision should contain abortion neutral language which would ensure that recipients of federal aid are neither required to provide or pay for abortions or abortion-related services nor precluded from doing so. Expansion of federal laws means expansion of the costs and

burdens that attend these laws including increased federal paperwork requirements and random on site compliance reviews. The Civil Rights Restoration Act portends a vast expansion of federal jurisdiction into areas not covered by the Grove City decision. (SM)

ED 283 360 FL 016 631

Rafferty, Eileen A.
Second Language Study and Basic Skills in Louisiana.
Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- Feb 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Comparative Analysis; Elementary Education; Elementary School Students; *FLES; Grade 3; Grade 4; Grade 5; *Instructional Effectiveness; Language Arts; Language Enrichment; Mathematics Skills; *Second Language Instruction; Second Languages; State Surveys; Transfer of Training
IDENTIFIERS- *Louisiana

A statewide study in Louisiana revealed that third, fourth, and fifth graders who participated in 30-minute elementary school foreign language programs in the public schools showed significantly higher scores on the 1985 Basic Skills Language Arts Test than did a similar group that did not study a foreign language. Further, by fifth grade, the math scores of language students were also higher than those of students not studying a foreign language. Both groups were matched for race, sex, and grade level, and the academic levels of students in both groups were estimated by their previous Basic Skills Test results and statistically equated. The 13,200 students studied were randomly chosen from those who had not been exposed to a foreign language at home, were fluent in English, had not repeated a grade in 1985, and whose 1984 and 1985 test scores were available. The results of the analysis suggest that foreign language study in the lower grades helps students acquire English language arts skills and, by extension, math skills. (Author/MSE)

ED 283 376 FL 016 765

Ruehr, Ruthann Richwine
Improving the Conversational English of Foreign Instructors in a Technological University.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Classroom Communication; *College Faculty; Communicatio Skills; Communicative Competence (Languages); *Conversational Language Courses; *English (Second Language); *Foreign Nationals; Higher Education; Learning Activities; Pronunciation; Skill Development; *Speech Skills; Teaching Assistants; *Tutorial Programs; Universities; Videotape Recordings
IDENTIFIERS- *Michigan Technological University

Universities in the United States are employing increasing numbers of instructors for whom English is not the first language. Some have difficulty in communicating with their students and colleagues. Michigan Technological University began a program of classroom and tutorial instruction by trained teachers of English as a second language to help those nonnative instructors improve their English communication skills. Sessions were videotaped to monitor student progress and evaluate the exercises used to stimulate conversation. Participation and discussion of individual concerns were actively encouraged, with minimal interruption of classroom conversations and presentations. Correction of minor pronunciation and grammar problems was done when the students viewed the tapes. Activities were designed to increase communication skills in both general and technical areas, and all were preceded by discussion of relevant vocabulary. Exercises included interviews and introductions of and by the students in the first and last class sessions, descriptions of the student's homeland, role playing, technical talks, assignments to read and discuss informal English passages, pronunciation drills, and interpretation of realia. Students received weekly evaluations of their problems and progress. Participants significantly improved their communication skills and expressed interest in more frequent classes. (MSE)

ED 283 421 HE 020 394

Broering, Naomi C.; And Others
Strategic Planning: An Integrated Academic Information Management System (IAIMS) at Georgetown University Medical Center. Volume 1, Implementation Plan. Volume 2, Planning Accomplishments. Volume 3, Environmental Forecast. Volume 4, Institutional Self Study.
Georgetown Univ. Medical Center, Washington, D.C.
SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 86
NOTE- 219p.
CONTRACT- N01-LM-3-3521
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; *Computer Oriented Programs; Cooperative Programs; *Dental Schools; Higher Education; Information Dissemination; *Information Systems; *Medical Schools; *Nursing Education; Prediction; Primary Health Care; Program Administration; Program Implementation; Research Projects; Self Evaluation (Groups); *Teaching Hospitals
IDENTIFIERS- *Georgetown University Medical Center DC; Strategic Planning

Strategic planning for an Integrated Academic Information Management System (IAIMS) for Georgetown University Medical Center is considered. The goal is to organize and transmit accessible and timely biomedical information where it is needed. Activities are proposed for education, research, patient care, management, sharing information on applications, medical informatics, IAIMS conferences, and cooperative efforts. An IAIMS leadership and organization plan is outlined, along with functional goals for medical center divisions (e.g., medicine, dentistry). Also covered are: network system implementation; information flow; resources needed to implement IAIMS, timetable for the 10-year implementation plan; accomplishments and problems encountered in planning, the self-study, and the implementation plan. Environmental forecasting for patient care, education, research, management, information access, and technology are addressed. An institutional self-study covers existing technology capabilities and information management goals and requirements. Appendices following volumes 1 and 4 include: information on affiliated hospitals and health centers; IAIMS project participants and advisory board members; self-study survey of automated systems, interview schedule, and sample reports. (SW)

ED 283 492 HE 020 518

Degrees Conferred by Connecticut Institutions of Higher Education, 1985-1986. Highlights Research Report R-1-87.

Connecticut State Board of Higher Education, Hartford.

PUB DATE- May 87

NOTE- 18p.; Some tables contain small print.

AVAILABLE FROM- Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Graduates; *Degrees (Academic); *Educational Certificates; Females; Graduate Students; *Higher Education; Intellectual Disciplines; *Majors (Students); Males; Masters Degrees; Minority Groups; Private Colleges; Public Colleges; State Colleges; Undergraduate Students

IDENTIFIERS- *Connecticut

Information on the 27,430 degrees conferred in Connecticut colleges in 1985-1986 is presented, with attention to discipline and level of the degree and the recipients' gender and minority status. Trends include the following: completion rates at private colleges are higher than at public colleges; the number of bachelor's degrees continued to rise after a slight drop in the late 1970s; master's degrees also increased over the past 2 years, although numbers remained lower than they were 10 years ago; associate's degrees declined in recent years; doctoral degrees reached an all-time low in 1985-1986; professional program degrees increased slowly but steadily; business-related fields continued to be the most popular disciplines; the long decline in education degrees appeared to stabilize in 1985-1986; women earned 52.9% of all degrees in 1985-1986; women earned the majority of degrees at and below the master's levels, while men earned the majority of degrees in doctoral and professional programs. Policy implications of the degree-granting patterns are briefly addressed, including effects of the increased percentages of part-time students, the slight upturn in the number of education degrees awarded, and the decline in the number of associate and doctoral degrees awarded. (SW)

ED 283 576 JC 870 317

Cohen, Arthur M.

Facilitating Degree Achievement by Minorities: The Community College Environment.

PUB DATE- Nov 87
NOTE- 37p.; Paper prepared for the Conference "From Access to Achievement: Strategies for Urban Institutions" (Los Angeles, CA, November 15-17, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Bachelors Degrees; College Role; *College Transfer Students; Community Colleges; Comparative Analysis; *Educational Attainment; Educational Policy; Government Role; *Minority Groups; *Student Characteristics; *Student Participation; Two Year Colleges; Two Year College Students; Universities

When compared with university freshmen, students beginning their collegiate studies in community colleges are less likely to attain the baccalaureate. However, after equating for differences in the students' entering abilities, socio-economic background, employment status, on-campus residence, and pattern of attendance, the difference is slight. Because minority-group students are overrepresented in the two-year colleges--they enroll 34% of all White undergraduates, 39% of Blacks, 53% of Hispanics, and 43% of Asians--any differential in progress is magnified for them. A clear picture of the reasons for the difference in baccalaureate attainment is impossible to draw because of the paucity of consistent information about student aspirations and progress. However, the community college environment could be made more conducive to student progress if college policies were modified so that students were encouraged to attend full time, obtain on-campus employment, and otherwise gain greater involvement with their studies and with the college. State policies and inter-institutional agreements regarding curriculum, academic support services, and financial aids could also enhance transfer rates and thus benefit all the community college matriculants who aspire to the baccalaureate. (Author)

ED 283 618 PS 016 691

Haugaard, Jeffrey J.
Characteristics Affecting Children's Responses to Childhood Sexual Encounters with Other Children.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; *Childhood Attitudes; Children; *Friendship; Negative Attitudes; *Sexuality; *Siblings
IDENTIFIERS- *Coercive Behaviors; Guilt; *Positive Attitudes; Retrospective Studies (Psychology)

The replies to a survey of more than 1,000 undergraduates concerning childhood sexual encounters are reported. Linear structural equation modeling is employed to analyze which characteristics of the sexual encounters with other children were associated with more positive or negative responses by the subjects. Approximately 42% of the subjects reported a childhood sexual encounter with another child. Most encounters involved sexual kissing or exposing of genitalia, and they generally occurred with a friend. High levels of coercion from the other child to gain the subject's cooperation, homosexual encounters, and encounters with those other than friends resulted in a more negative response. The type of sexual activity was not associated with response. Subjects who experienced a high level of coercion reacted to their sexual encounter similarly to other subjects who had a sexual encounter with an adult, while those who experienced low levels of coercion rated their encounter with a child more positively. Implications for future research are discussed. (Author)

ED 283 661 RC 016 299

Reck, Una Mae; And Others
Teachers' Perceptions of Appalachian and Non-Appalachian Students.
Appalachian State Univ., Boone, N.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- NSF-BNS-8218234
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cultural Differences; Elementary Secondary Education; *Indigenous Personnel; Public School Teachers; Rural Education; Rural Schools; *Rural Urban Differences; Social Bias; Socioeconomic Background; Stereotypes; *Student Characteristics; *Teacher Attitudes; *Teacher Background; Teacher Influence; Teacher Student Relationship
IDENTIFIERS- *Appalachian People; Small Towns

Interviews conducted with 45 public school teachers in a county school system in rural southern Appalachia explored teacher perceptions of cultural differences between Appalachian and non-Appalachian students and whether teachers born and reared in Appalachia differed in their perceptions from teachers born and reared outside the region. Teachers came from four elementary schools and one high school in a predominately rural county approximately two-thirds of whose inhabitants were fourth generation Appalachia residents. The study found that views of Appalachian teachers differed little from their non-Appalachian counterparts, although they were more reluctant and uncomfortable in citing differences between students and occasionally viewed Appalachian students in a more positive way. A majority of both groups of teachers perceived differences between students based on symbolic and structural dimensions rather than cultural ones. Over 80 percent stated that students were treated differently by the school system depending on their group identity, but did not believe they themselves treated student differently. Comments of both Appalachian and non-Appalachian teachers were more flattering to town students. The paper concludes that Appalachian teachers do not offer an alternative to the stereotyping and prejudice that Appalachian students experience in the schools. Thirty-one references are appended. (LFL)

ED 283 691 SE 048 226

Wiebe, Arthur, Ed.; And Others
Seasoning Math and Science: Fall & Winter. Second Grade Book A.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 84
NOTE- 95p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 223-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; Experiential Learning; General Science; Graphs; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; *Learning Activities; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Primary Education; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

The activities in this booklet were designed to provide second grade children with opportunities to explore areas of natural interest to them while gaining knowledge and practice in math skills and with science processes. Seasonal activities which are appropriate for the first half of the school year are offered on the topics of: holidays, seeds and food, leaves and trees, weather and color, as well as other science-related topics. Explanations are given on graphing skills and questioning techniques and a listing of ten mathematics skills and eight science processes is also presented. Each activity consists of student sheets and a teacher's guide. Information provided for the teachers on each activity includes: (1) the topic area; (2) introductory statement; (3) the math and science skills addressed; (4) materials needed; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

Wiebe, Arthur, Ed.; And Others
Our Wonderful World. Solutions for Math + Science. Environmental Studies. Book 7.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 86
NOTE- 91p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; *Environmental Education; Experiential Learning; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematice Skills; Middle Schools; Natural Resources; *Outdoor Activities; Physical Environment; Process Education; Science Education; *Science Instruction; Skill Development; Water
IDENTIFIERS- *Science Process Skills

Developed to help students of grades five through eight attain an understanding of the natural environment, this booklet provides investigations which focus on humanity's relationship with the environment. While some of the experiments are adaptable to the classroom, many of the activities are more appropriately implemented out-of-doors on the school yard or at an outdoor educational facility. Nineteen investigations are offered on the topics of: (1) air; (2) water; (3) transportation; (4) soil; (5) plants; and (6) animals/insects. Each activity consists of student sheets and a teacher's guide. Teacher's materials include suggestions for classroom management, instructional procedures, classroom discussion, and activity extensions. Specific mathematics skills and science processes are also identified for each activity. (ML)

ED 283 721 SE 048 256

Kastner, Bernice
Spacemathematics: A Resource for Secondary School Teachers.
National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- NASA-EP-175
PUB DATE- 85
NOTE- 172p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printi
Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; Algebra; Calculus; Computation;
Geometry; *Mathematical Applications; *Mathematical Enrichment;

Mathematics Education; *Mathematics Instruction; Measurement;
Probability; *Problem Sets; Science Education; Secondary Educatio
*Secondary School Mathematics; Space Sciences; Statistics;
Trigonometry
IDENTIFIERS- *National Aeronautics and Space Administration

Designed to serve as a supplement for high school level mathematics, this publication contains activities which aim to enhance mathematical knowledge and skills and to assist students in understanding aerospace technology and its achievements. This volume updates an earlier supplement that was published in 1972. Problems are grouped into chapters according to the predominant mathematical topic and within each chapter the problems are presented by similar themes. Major chapter headings include: (1) "Mathematical Aspects of Some Recent NASA Missions"; (2) "Computation and Measurement"; (3) "Algebra"; (4) "Geometry"; (5) "Probability and Statistics"; (6) "Exponential and Logarithmic Functions"; (7) "Trigonometry"; (8) "Matrix Algebra"; (9) "Conic Sections"; and (10) "Calculus." The appendix consists of an analysis of gravitational forces and the conic section trajectories. A glossary is also included. (ML)

Stanley, Karen

Please Take Note: Teaching Low Level Notetaking.

PUB DATE- Jun 86
NOTE- 6p.; Paper presented at the Annual University of South Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (6th, Tampa, FL, June 27-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *College Bound Students; Course Content; Course Descriptions; *English (Second Language); English for Academic Purposes; Higher Education; Instructional Materials; Intensive Language Courses; *Introductory Courses; Listening Skills; *Notetaking; Second Language Instruction; Skill Development; *Study Skills

An introductory course in notetaking for low intermediate students of English as a second language (ESL) is described. The course is designed to give practice in notetaking techniques to college-bound ESI students before they are required to take notes with a competence equal to that of native speakers. The class begins with a discussion of common myths about notetaking versus simple listening, text-reading, or tape-recording. Subsequent activities include a discussion of format or organization; a classroom practice session using a tape-recorded talk, with the teacher taking real notes on the board; teacher-presented talks accompanied by student vocabulary preparation; exercises in discerning main ideas only and then details, accompanied by class discussion; an exercise focusing on abbreviations and partial sentences; writing summaries from notes; and answering questions from notes. Suggestions for making the activities more effective are also given. (MSE)

ED 283 435 HE 020 409

Institutional Profiles, Public Four-Year Institutions, 1986. Second Edition.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Mar 87
NOTE- 434p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Admission Criteria; College Administration; College Faculty; *College Programs; College Students; Degrees (Academic); Educational Facilities; Enrollment Trends; Governance; Higher Education; *Institutional Characteristics; *Institutional Mission; *Public Colleges; School Funds; State Colleges; State Universities Student Characteristics
IDENTIFIERS- *Alabama

Profiles of 16 public senior institutions in Alabama are divided into three main sections: mission, role, and scope. The sections on mission were written by the institutions, while information on the role of each institution was taken from various data sources, which are identified. The information on scope is limited to the inventory of academic and teacher certification programs as of August 1986. For each institution, information is provided on: location, mission, history, governance, organization and administration, academic resources and facilities (faculty and library), financial support, types and numbers of degrees/certificates awarded, undergraduate and graduate enrollments and the distribution by sex and race, freshman admission requirements, graduate student admission requirements, and research and service. Information on academic programs of each university includes the program title, degrees offered, and the accrediting or approving agency. Appended are statistical tables that summarize the information from the profiles, including data on faculty, revenues, degrees, rankings by field of study and level, and enrollments and characteristics of undergraduate and graduate students. (SW)

ED 283 464 HE 020 451

Kay, Carol; Healy, Margaret

Quality Circles in Higher Education: Quality, Satisfaction, and Climate.

PUB DATE- Apr 87
NOTE- 21p.; Roundtable discussion presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; Higher Education; Job Satisfaction; Organizational Climate; *Participative Decision Making; *Quality Circles; *School Personnel; *State Universities; Teamwork
IDENTIFIERS- *Iowa State University

The effect of quality circles at Iowa State University on absenteeism, performance evaluation, perceptions of the organization climate, job satisfaction, and perceived opportunities for professional and personal growth was measured in this study. The process of quality circles is designed to promote job fulfillment and organizational productivity through group decision-making. A before/after quasi-experimental design with matched control and treatment groups was employed. The experimental group consisted of purchasing agents, maintenance and custodial workers, and clerical staff who participated in the quality circles. Circle members scored higher than matched controls on quality of work performance, job satisfaction, satisfaction with supervision, and organizational climate. Post hoc ratings of work related dimensions by circle members indicated significant changes in their perceptions of decision-making, teamwork, and communications. Circle members also evidenced significant change in terms of personal growth and development and the acquisition of knowledge and skills. Circles made a difference in employees' perception of their work at the university, but the impact on work performance was less clear. (Author/SW)

ED 283 478 HE 020 466

Chronister, Jay L.; Kepple, Thomas R., Jr.
Incentive Early Retirement Programs for Faculty: Innovative Responses to a Changing Environment. ASHE-ERIC Higher Education Report No. 1, 1987.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-36-5
PUB DATE- 87
NOTE- 98p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($10.00, nonmembers; $7.50, members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Faculty; *Early Retirement; Employment Practices; Feasibility Studies; Higher Education; *Incentives; *Personnel Policy; Program Costs; Program Development; *Program Effectiveness; Program Evaluation; Teacher Attitudes; *Teacher Retirement
IDENTIFIERS- Practitioners

The literature on incentive early retirement for faculty members is reviewed, including the findings of studies that have assessed the effectiveness of such programs. In addition to describing different types of programs and the incentives offered, attention is directed to legal issues, costs and benefits, assessing whether a program is feasible, and evaluating program effectiveness. Environmental factors that create the milieu in which early retirement programs have developed are briefly reviewed, including increased costs of faculty compensation, shifts in students' course preferences, and faculty morale. Attention is also directed to different types of programs and the purposes for which they have been established. Strategies and factors to be considered in deciding upon the development of programs are presented, using material from case studies. The experiences of selected institutions that have implemented early retirement programs and the reactions of faculty to such programs are also discussed. Recommendations for institutions considering the establishment or revision of incentive early retirement programs are offered. Definitions, key concepts, and terminology are included, along with a generic cost analysis formula. (SW)

McLaughlin, Pamela W.
New Access Points to ERIC--CD-ROM Versions. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 4p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Comparative Analysis; *Computer Software; Costs; *Databases; *Input Output Devices; *Optical Data Disks; Summative Evaluation
IDENTIFIERS- Bibliographic Data Bases; DIALOG OnDisc ERIC; *ERIC; ERIC Digests; OCLC Search CD450; SilverPlatter ERIC; Vendors

This digest reviews three CD-ROM (compact disc-read only memory) versions of the ERIC (Educational Resources Information Center) database currently being delivered or tested and provides information for comparison. However, no attempt is made to recommend any one product. The advantages and disadvantages of the acquisition of CD-ROM databases are discussed, and the vendor address as well as a description of the database scope and information on software capabilities, hardware requirements, and any notable features are provided for the following products: (1) DIALOG OnDisc ERIC, produced by DIALOG Information Services, Inc.; (2) OCLC Search CD450 for Education, produced by the Online Computer Library Center; and (3) SilverPlatter ERIC, produced by SilverPlatter Information, Inc. In addition, a table presents a comparison of the current disc contents, archival disc contents, hardware, CD drives, and prices of the three products. (KM)

ED 283 547 JC 870 286

Hamai, Marvin

An Introduction to Typography. General Graphic Arts, Lesson Plan No. 5.

Hawaii Univ., Manoa. Western Curriculum Coordination Center.

PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Graphic Arts; High Schools; Instructional Materials; Layout (Publications); Lesson Plans; Printing; Secondary School Curriculum; Teacher Developed Materials; Teaching Guides; Technical Education
IDENTIFIERS- *Typography

Designed as part of a 150-hour high school graphic arts course, this lesson plan was developed to provide students with a brief introduction to typography. The objectives of the 50-minute lesson are to enable students to: (1) identify the parts of a type character from an illustration; (2) understand the meaning of "type," "uppercase," "lowercase," "baseline," "ascender," "descender," "serif," "pica," "point," "line guage," "leading," "body type," "heads type," and "photo-typesetting"; (3) describe how type is measured; and (4) identify and describe uses for the six basic type styles. The lesson plan includes information on the course for which the lesson was designed; equipment and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids necessary for each step of the lesson. Transparency masters and a vocabulary list and posttest are included. (PAA)

ED 283 562 JC 870 302

Assuring Student Success in the Community College: The Role of Student Development Professionals.
League for Innovation in the Community Coll., Laguna Hills, CA.
PUB DATE- Apr 87
NOTE- 21p.; Endorsed by Commission XI of the American College Personnel Association, The National Council on Student Development of the American Association of Community and Junior Colleges, and The Community College Task Force of the National Association of Personnel Administrators.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; Community Colleges; Educational Responsibility; *School Effectiveness; *School Responsibility; *Student Development; Student Personnel Services; *Student Personnel Workers; Two Year Colleges; *Two Year College Students

This statement addresses the basic practices of student developmen professionals that help community colleges assure success on the part of their students in an effort to reaffirm and update the standards of practice that undergird the profession. Introductory material discusses the rationale, philosophy, and purpose of the statement; explains terminology; and identifies the intended audience. Next, the statement sets forth and discusses a series of recommendations, urging community colleges to: (1) clearly define processes for student intake, progress monitoring, and documentation of student outcomes; (2) develop processes that encourage student association and involvement with the college; (3) provide a full range and schedule of services to permit students to benefit from college programs; (4) prescribe and provide programs that assure students' competence in specified academic and skill areas; (5) coordinate their programs with secondary schools, other colleges and universities, and business and industry; (6) use state-of-the-art technologies to increase the efficiency and effectiveness of services provided to students and to prepare them for productive lives in an increasingly technological society; and (7) develop and implement long-range hiring plans and comprehensive staff development programs to ensure staff competence. The role of student development professionals in achieving these objectives is specified. Finally, a statement on the ethic of assuring student success is presented. A list of the individuals who participated in the development of the statement is appended. (EJV)

ED 283 604 PS 016 578

Leggett, Ellen L.; Dweck, Carol S.

Children's Effort/Ability Reasoning: Individual Differences and Motivational Consequences.

PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adolescents; Attribution Theory; *Cognitive Development; Concept Formation; Failure; *Helplessness; *Individua Differences; Inferences; *Mastery Learning; *Motivation; Persistence
IDENTIFIERS- *Developmental Patterns; Effort

Individual differences in same-aged children's reasoning about effort and ability, as well as the consequences of different forms of reasoning in actual achievement situations, were investigated. It was hypothesized that different forms of children's reasoning would be related to different (helpless versus mastery-oriented) motivational patterns. Research documented the existence of two distinct and essentially opposite forms of reasoning in young adolescents. One form, typically linked to developmental maturity, assumes that effort and ability are inversely related and asserts that effort discredits ability. The other form, typically ascribed to younger children, assumes a positive relationship between effort and ability and asserts that effort utilizes abililty. In two studies, 13- and 14-year-old adolescents' form of reasoning was a significant predictor of their motivational pattern, but "mature" reasoning led to the helpless pattern, whereas "immature" reasoning led to the mastery-oriented pattern. Results suggest that effort-ability reasoning may best be understood by considering both developmental and individual differences. (Author/RH)

ED 283 632　　　　　　　　　　　　　　　　RC 016 216

Horwood, Robert H.
Probing the Boundaries of Curriculum: Lessons from Out-of-School Activities.
PUB DATE- May 85
NOTE- 18p.; Paper presented to the Canadian Society for Studies in Education Conference (Montreal, Quebec, Canada, May 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Course Content; Curriculum Development; *Curriculum Evaluation; Definitions; *Educational Principles; Experiential Learning; Experimental Curriculum; Extracurricular Activities; Field Experience Programs; Field Studies; Learning; Outdoor Activities; *Outdoor Education; Program Descriptions; Relevance (Education); School Activities; Secondary Education; Secondary School Curriculum
IDENTIFIERS- *Curricular Validity

Two secondary out-of-school activities were evaluated to determine how well each met rigorous definitions of curriculum. It was found that the activities--a whitewater canoe trip and a series of 3 10-day expeditions to a boreal forest, a subarctic area, and a mountain setting--both met the criteria for curriculum including intent of the teacher to teach and of the student to learn, sustained application, ordered content, and seriousness attributed to the enterprise by the participants. However, the canoe trip is treated as noncurriculum by the school while the expeditions are treated as a proper part of the curriculum and called by a regular school subject title, Environmental Biology. If it strains the concept of curriculum too much to include activities having the attributes ascribed to education, but outside the recognized subject boundaries, then another conceptualization is needed to reflect the valuable impact that these activities have on the participants. The current practice of defining all such school activities negatively as noncurriculum fails to do them justice. The notion of curriculum needs to include educating activities that transcend the subjects and the school boundaries but otherwise meet rigorous criteria of education. (JHZ)

ED 283 647 RC 016 246

Goldwasser, Matthew, Comp.; Beer, Jim, Comp.
AEE Directory of Adventure Alternatives in Corrections, Mental Health, & Special Populations.
Association for Experiential Education, Boulder, CO.
PUB DATE- 85
NOTE- 38p.
AVAILABLE FROM- Association for Experiential Education, CU Box 249, Boulder, CO 80309 ($3.00 members, $4.50 non-members plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adventure Education; *Correctional Rehabilitation; *Experiential Learning; *Mental Health Programs; Nontraditional Education; Outdoor Activities; Outdoor Education; Program Descriptions; Rehabilitation Programs; *Special Programs; *Therapeutic Environment

This adventure alternatives directory identifies organizations and agencies providing programs which link traditional therapeutic strategies with alternative practices to address a range of problems in corrections, mental health, and special populations. Its alphabetical format and user profile key, coupled with a state by state index, make this an invaluable resource for individuals interested in agencies which provide adventure based therapeutic services. The majority of the 108 programs listed use some form of outdoor adventure to provide the participants with concrete challenges to overcome; then, with the aid of trained personnel, program participants are shown the similarities between the seemingly insurmountable challenges experienced in the out-of-doors and those problems which exist for them in their particular situations. Thus, through adventurous activities, metaphorical associations, and trained staff, these programs are exploring alternative paradigms to traditional therapeutic practices. Each entry includes the name, address, and telephone number of the program; the director's name; a user profile; age range; sex served (male, female, coed); and a short description of the setting and the programs offered. (JMM)

ED 283 676 SE 048 211

Shimoda, Koichi, Ed.; Ryu, Tae, Ed.
Trends in Physics Education. Proceedings of the International Conference (Tokyo, Japan, August 24-29, 1986).
PUB DATE- 86

NOTE- 508p.
AVAILABLE FROM- Physics Education Society of Japan, P. O. Box 29, Koishikawa, Bunkyo-ku, Tokyo 112, Japan.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; Computer Uses in Education; Demonstrations (Educational); *Foreign Countries; Higher Educatio *International Organizations; International Programs; *Physics; Science Education; Science Education History; Science Experiments *Science Instruction; Secondary Education; *Secondary School Science; Student Motivation
IDENTIFIERS- *Japan

Organized by the International Commission on Physics Education (ICPE) and the Physics Education Society of Japan, the conference reported here, the first of its kind held in Asia, was designed to inform teachers of results of prior ICPE conferences as well as to explore desirable directions for physics education, and was attended by nearly 450 participants from 40 countries. This document includes the written versions of the plenary lectures and special lectures, abstracts of the presentations made in both oral and poster formats, summaries of workshop activities, and other information about the conference. The sessions dealt with topics such as: (1) research in physics education and its implementation in the classroom; (2) the impacts of technological developments on classroom teaching; (3) the motivation of students toward the study of physics; (4) learning physics concepts; (5) teaching physics in secondary schools; (6) teaching physics in college and universities; (7) laboratory experiments and demonstrations; and (8) the use of computers. Included is a listing of conference participants. (TW)

ED 283 736 SO 017 918

Global History. A Curriculum Guide. Second Semester. Theme V: The Industrial Revolution Had Global Impact. Teacher Strategies. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 82
NOTE- 70p.; For related student worksheets, see SO 017 919; for other global history materials, see SO 017 913-923.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 (New York City Public Schools, $2.50; others, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Curriculum Guides; Economic Change; *Global Approach; *History Instruction; Instructional Materials; Learning Activities; Resource Materials; Secondary Education; Secondary School Curriculum; Teaching Methods; Technological Advancement; World History
IDENTIFIERS- *Industrial Revolution

Designed to assist teachers and supervisors in the implementation of the global history course, this bulletin presents learning activities which include the rationale, performance objectives, and teaching strategies related to Theme V entitled, "The Industrial Revolution Had Global Impact." This theme has seven subthemes: (1) Preindustrial Society; (2) Certain Economic, Political, and Scientific Conditions Were Essential for Industrial Development; (3) New Inventions Change Economic Life; (4) Abuses of the Industrial Revolution Lead to Protest and Response; (5) Social and Economic Effects of the Industrial Revolution; (6) The Industrial Revolution Affected Ideologies; and (7) Japan: A Case Study. Included is a suggested calendar of lessons as a guide for teaching global history on a daily basis. (KWL)

ED 283 407 FL 016 805

Maynard, Senko K.
Variability in Conversation Management: Fragmentation of Discourse and Back-Channel Expressions in Japanese and English.
PUB DATE- Dec 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Cultural Context; Discourse Analysis; *English; Interaction; *Interaction Process Analysis; *Interpersonal Communication; *Japanese; Language Patterns; *Language Rhythm; Oral Language; Paralinguistics; Second Language Instruction; *Speech Habits; Suprasegmentals; Uncommonly Taught Languages
IDENTIFIERS- *Turn Taking

The casual conversation of six pairs of Japanese and six pairs of American colleges students was analyzed for evidence of two related aspects of conversation management: the linguistic characteristics of utterance units and back-channel strategies. Utterance units are defined as those occurring between identifiable pauses or breaks in tempo. Back-channel expressions are brief comments received by the person who has the turn without relinquishing the turn (e.g., "uh huh"). The continuous flow of back-channel behavior by Japanese listeners and the speaker's ready acceptance of feedback, which is extraordinarily frequent in comparison to American English, suggest that Japanese interactants have a strong indication for mutual monitoring and cooperation. This supports evidence found in non-contrastive studies. Teachers are encouraged to incorporate culture-specific conversation management techniques into classroom language instruction. These would include strategies for starting and ending conversations, turn-taking, sending back-channel expressions, introducing a new topic and developing it interactionally, and understanding the interactional style as it is socioculturally defined in the target language community. (MSE)

Astin, Paul
Interdisciplinarity: Education for Social Consciousness.
PUB DATE- 3 Nov 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *College Curriculum; College Seniors; *Educational Objectives; *General Education; Higher Education; Humanities; *Interdisciplinary Approach; Majors (Students); Social Problems; Social Responsibility; *Specialization; World Problems

Problems associated with overspecialization in U.S. higher education are considered, based on the view that colleges provide training for an advanced society but fail to clarify how a particular career will be part of a larger social and global system that has many serious problems. An education that seeks to integrate ideas across disciplinary lines is advocated. Education should relate what is learned in general education to what is studied in the student's major field, and should seek to develop a breadth of knowledge in students. Differences among interdisciplinarity, multidisciplinarity, and transdisciplinarity are addressed. Interdisciplinary programs are cited that have either a pragmatic, theoretical, or humanistic origin. These include: the Humanities Perspectives on the Professions program at the University of Florida, Gainesville; the Program for Integrative Education at Earlham College, Indiana the Interdisciplinary Studies Program at the College of the Holy Cross in Massachusetts, and the Federated Learning Communities model at the State University of New York at Stony Brook. Use of transdisciplinary concepts at the University of Wisconsin at Green Bay and Empire State College in New York City is discussed, and two colleges are cited where general education is studied in the senior year. (SW)

ED 283 506 IR 012 710

Morris, Donald R.

Evaluation of the 1984-85 ECIA, Chapter II Computer Education Project.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- May 85

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Consortia; Electronic Mail; Elementary Secondary Education; *Federal Programs; Learning Laboratories; Microcomputers; *Objectives; Program Costs; Program Descriptions; *Program Effectiveness; Program Evaluation

IDENTIFIERS- Dade County Public Schools FL; *Education Consolidation Improvement Act Chapter 2

Education Consolidation Improvement Act (ECIA) Chapter 2 funds hav been used in the Dade County, Florida, computer education program since 1982, primarily for the acquisition and support of computer stations and related hardware for the schools. Objectives for the 1984-85 school year were: continued development of a computer information system, support services for school level implementation, and participation in state and national computer education activities. The following goals were described in the program design as means to achieving these objectives: (1) employ a media specialist; (2) produce eight newsletters; (3) develop mechanics to activate an electronic bulletin board; (4) purchase software, journals, books, and equipment for the computer laboratory; (5) duplicate software and disseminate it to the schools; (6) employ a computer education specialist; (7) organize a computer education conference; (8) provide workshops on computer education; (9) attend the Florida Instructional Computing Conference; and (10) maintain membership in various national consortia. This evaluation concludes that these activities were performed as specified in the proposal, and it is recommended that the ECIA Chapter 2 Computer Education Project be favorably considered for continuation. (MES)

ED 283 519 IR 051 745

Horner, Margaret L.; And Others
Onondaga County Public Library Procedure Manual, Revised Edition.
Onondaga Public Library, Syracuse, NY.
PUB DATE- 87
NOTE- 401p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Library Administration; Library Catalogs; *Library Circulation; Library Collection Development; Library Equipment; *Library Facilities; *Library Services; Library Technical Processes; Outreach Programs; Publicity; *Public Libraries; Records (Forms)
IDENTIFIERS- *Onondaga County Public Library System NY

Designed for the staff of the Onondaga County Public Library (OCPL), this manual provides guidance for the provision of a variety of activities and services common to public libraries. Detailed procedures are included for specific activities organized under the broad headings of Collection, Registration, Circulation, Publicity, Interlibrary Loan, Business Operations, Facilities, and Services. Personnel matters are not covered. A table of contents is included for each section along with appendices, which include a total of 53 forms, instruction sheets, checklists, and other administrative information pertinent to the procedures described. In addition an index is provided for the entire manual. (KM)

ED 283 590 PS 016 407

Bates, Helene Blais; And Others
Child Care: Standards and Quality. Report of the Task Force on Child Care: Series 3.
Canada Dept. of Supply and Services, Ottawa (Ontario).; Status of Women Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-14405-8; SW43-1/3-1985E
PUB DATE- Dec 85
NOTE- 283p.; For other reports in this series, see PS 016 405-410.
AVAILABLE FROM- Status of Women Canada, Communications Unit, 151 Sparks St., Suite 1005, Ottawa, Ontario, Canada K1A 1C3.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Compliance (Legal); *Day Care; Definitions; Early Childhood Education; *Educational Quality; Foreign Countries; Futures (of Society); Outcomes of Education; Program Implementation; *Standards; *State Legislation
IDENTIFIERS- *Canada; Regulatory Programs

Day care standards and the quality of care are investigated in the five research studies in this volume. The studies were commissioned as part of an effort to provide detailed analyses of issues of special relevance to child care and parental leave policies and the effects of such issues on the changing Canadian family. Reviewing day care legislation in Canada, Paper 1 describes the legislation, summarizes salient features of standards, and outlines legislation in each province and territory. It also examines the terms in which day care is defined and attempts to identify common licensing characteristics, seeking to determine how regulated standards might improve day care services. Paper 2 examines how provincial governments insure compliance with their day care standards, and is intended to be read in conjunction with Paper 1. Paper 3 focuses on issues in the definition and implementation of high quality day care programs. Paper 4 reviews and analyzes current literature on informal child care arrangements, focusing on Canadian data, but including information on other countries in cross-cultural comparisons. Future alternatives for informal child care are presented. Paper 5 reviews major research findings on the effects of day care on the development of children, families, and communities. (RH)

ED 283 750 SO 018 185

Shoresman, Michele; Gumport, Roberta
Shao Nian Gong--A Children's Palace: Ideas for Teaching About China.
Illinois Univ., Urbana. Center for Asian Studies.
PUB DATE- 86
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Chinese; *Chinese Culture; Cooking Instruction; *Cultural Activities; Cultural Education; Educational Games; Elementary Education; *Food; Foreign Countries; *Geography; *Handicrafts; Inventions; *Literature; Physical Activities; Puzzles; Teaching Guides
IDENTIFIERS- *China

Children throughout the world enjoy similar activities. By experiencing the same games, foods, and activities that Chinese children enjoy, children in the United States can learn about Chinese culture. A variety of experiences are suggested to encourage active learning and involvement on the part of students with the aim of incorporating the study of China into the mathematics, English, art, physical education, science, and the social studies curricula. The directions are designed to be followed by the children independently or with a partner. The goal is for the students to accept responsibility for discovering and learning about China. Specific topics include: Artifacts, Chinese Language, Literature from the People's Republic of China, China's Geography, How to Use a Suanpan and Puzzles, Chinese Delicacies, Chinese Inventions, Crafts, Games and Exercises, and Productive Labor. (BZ)

ED 283 377 FL 016 766

Mangelsdorf, Kate; Taylor, Vicki
Using Heuristics To Respond to Advanced ESL Composition Students.
PUB DATE- Mar 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; *Classroom Communication; Classroom Techniques; *English (Second Language); Foreign Students; *Heuristics; Higher Education; *Instructional Effectiveness; Learning Strategies; Second Language Instruction; Teacher Role; Writing (Composition); *Writing Instruction
IDENTIFIERS- *University of Arizona

A study examined the effects of using heuristics, a problem-solvin approach, to respond to drafts written by six university students of advanced composition in English as a second language (ESL). The students had varied language backgrounds. The teacher responded to first drafts of each of three writing assignments by writing heuristic questions in margins and at the end of the paper and providing instructions for using the questions in the revision process. The questions asked for clarification, more evidence, a more complex or coherent analysis, or more information about the writer's overall purpose. They were text-specific, open-ended, focused on content rather than form, and were limited to one to three per paragraph. Results showed that for the first two papers, the students as a group showed significant improvement. The two students rated as above average and the two rated as average writers improved at least one grade from the first to the last revision. The two rated as below-average writers did not improve as much. Results for the third, most difficult paper were not significant. Heuristics can be very effective for more advanced writers, but the focus on content alone might not be sufficient. (MSE)

ED 283 493 HE 020 519

Cottrell, Ann Baker

School at Mid-Life in the U.S. and Italy: Mature Women in Post-Compulsory Degree Programs.

PUB DATE- Aug 85

NOTE- 35p.; Paper presented at the Annual Meeting of the American Sociological Association (Washington, D.C., August 26-30, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Students; *College Attendance; Comparative Analysis; *Cultural Differences; *Enrollment Influences; *Females Foreign Countries; Higher Education; Nontraditional Students; Reentry Students; Student Problems

IDENTIFIERS- *Italy; *United States

College attendance by Italian and American women over age 30 is compared, and attention is directed to whether mature Italian and U.S. women who continue their education do so for similar reasons and whether they experience similar problems. The analysis is based on two studies of women over 30 in post-compulsory degree programs: (1) a study on 251 mature female undergraduate and graduate students at San Diego State University, and (2) an investigation of 49 women at the university and in several higher secondary school programs in Trieste, Italy. Respondents' motives for continuing their education were determined, including the importance of: learning new things, personal satisfaction, improved self-image, career preparation, and advancing/changing careers. The following types of problems were addressed: role conflicts, inadequate academic preparation, institutional inadequacies, financial problems, and relationship problems. It was found that Italian women over age 30 were less likely than their American counterparts to resume post-compulsory education due to cultural differences, especially the more traditional role expectations of Italian women of this age grouping. (SW)

ED 283 619 PS 016 703

Etaugh, Claire; Duits, Terri L.

Development of Gender Discrimination: Effect of Sex-Typical and Sex-Atypical Toys.

PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Sex Bias; *Sex Stereotypes; *Social Cognition; *Toddlers; *Toys
IDENTIFIERS- *Femininity; *Masculinity

Toddlers (41 girls and 35 boys) between 18 and 37 months of age were given four gender discrimination tasks each consisting of 6 pairs of color drawings. Three of the tasks employed color drawings of preschool girls and boys holding either a sex-typical toy, a sex-atypical toy, or no toy. The fourth employed pictures of sex-typical masculine and feminine toys. The subject's task was to point to the designated target (girl or boy; girl's toy or boy's toy) on each trial. A score of five or more (out of six) correct choices was considered better than chance responding on a given task and was classified as a passing score. Older children performed better than younger children on all tasks. Gender discrimination of pictured children was not enhanced or impaired by adding sex-typical or sex-atypical toys. Only 38 percent of the children passed the task depicting toys alone, while 70 percent passed the tasks portraying children and toys. The results indicated that toddlers' knowledge of sex-role stereotypes for toys is not well developed. (Author)

Hillen, Judith A.
Pieces and Patterns: A Patchwork in Math and Science. Project AIMS Grades 5-9. Book 8.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 86
NOTE- 105p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; *General Science; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; *Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Middle Schools; Nutrition; Probability; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

Designed to provide students of grades five through nine with opportunities for hands-on learning experiences, this booklet contains activities involving real world experiences. A variety of topics are addressed, such as sunlight, shadows, images, probability, symmetry, and nutrition. Twenty-eight mathematics skills and nine science processes are listed and indexed for the 19 activities. Each investigation consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 722 SE 048 257

Roland, Alex
A Spacefaring People: Perspectives on Early Spaceflight.
National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
REPORT NO.- NASA-SP-4405
PUB DATE- 85
NOTE- 158p.; Part of the NASA History series.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aerospace Technology; Cross Cultural Studies; Foreign Countries; Humanities; Interdisciplinary Approach; International Educational Exchange; Meteorology; *Satellites (Aerospace); Science and Society; Science Education; *Science History; *Scientific Enterprise; *Space Exploration; *Space Sciences; Technological Advancement
IDENTIFIERS- *National Aeronautics and Space Administration

A conference on the history of space activity was convened at Yale University in 1981 and perspectives from history, political science, journalism, politics, science, and literature were exchanged. The essays in this publication serve as the proceedings for that conference. The papers are presented in four major theme areas. These include: (1) "Science, Technology, and Management: The First 20 Years In Space" (focusing on space science and exploration, satellites and politics, and large-scale technology management); (2) "Literature and Themes in Space History" (reviewing the state of literature on space and containing the keynote address); (3) "Domestic and International Ramifications of Space Activity" (covering the evaluation of the U.S. civilian space program, Europe's space-age, and space activities in the Soviet Union, Japan, and the People's Republic of China); and (4) "Rationale for Space Exploration" (examining the idea of space exploration and a humanist's view). Biographies of the conference participants are also included. (ML)

Foreign Language Proficiency in Action. Pilot Evaluation of the Indiana Proficiency-Based Curriculum Guidelines for Modern Foreign Language Teachers. Final Report.

Purdue Univ., Calumet, IN. Dept. of Foreign Languages and Literatures.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Class Activities; Classroom Techniques; College School Cooperation; *Competency Based Education; *Curriculum Development; Elementary Secondary Education; Higher Education; Information Dissemination; Inservice Teacher Education; Language Attitudes; *Language Proficiency; Language Teachers; *Program Effectiveness; Program Evaluation; *Second Language Programs; State Universities; *Statewide Planning
IDENTIFIERS- *Indiana

A statewide Indiana study designed to pilot selected learning outcomes in foreign language programs is reported. It investigated the usefulness of the state's "Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools." The report outlines the project's background, the need for proficiency-based goals, the professional interest in foreign language proficiency in northwest Indiana, project goals and activities, results, and recommendations. The recommendations include development and wide dissemination of language-specific proficiency-based guidelines in French, German, and Spanish, preparation and dissemination of a brief videotaped presentation on the benefits of the state guide, inservice education for foreign language teachers, support for teachers to maintain their expertise through in-country experience, allocation of resources for foreign language teaching, regular workshops to include contact with native speakers, daily planning periods for language teachers, and collaboration between state universities and local language teachers. Appended materials include a list of project participants, sample teaching capsules, an attitude testing report, the final questionnaire used, and a bibliography. (MSE)

ED 283 391 FL 016 789

Steever, Sanford B.
Exceptions to Case-Marking and the Grammar of Complementation in Dravidian.
PUB DATE- May 86
NOTE- 19p.; Paper presented at the South Asian Languages Analysis Roundtable (8th, Urbana, IL, May 29-31, 1986)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case (Grammar); Diachronic Linguistics; *Dravidian Languages; *Language Patterns; Lexicology; *Linguistic Theory; Morphemes; *Morphology (Languages); *Sentence Structure; Structura Analysis (Linguistics); Syntax; Uncommonly Taught Languages; *Verb

The morphological and lexical bases of Dravidian complementation are explored by proposing a series of rules that govern the distribution of finite predicates in the Dravidian sentence. The distribution of two verbs, "a-" ("become") and "en-" ("say"), is shown to be correlated with the distribution of finite predicates. These predicates are negative absolute exceptions to case-marking. Certain syntactic changes in North Dravidian are shown to be accomplished by increasing the number of predicates that are exceptions to case-marking, rather than by blindly imitating Indo-Aryan structures. The hypothesis of brute-force convergence is rejected as an explanation for these syntactic changes in favor of one that uses native lexical, morphological, and syntactic resources in diachronic syntax. (Author/MSE)

ED 283 422 HE 020 395

Trends in Enrollment and Degrees Granted, 1948-1986. State University of New York. Office of Institutional Research Report No. 7-87.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Apr 87
NOTE- 254p.; Appended chronology contains small print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Students; *Credit Courses; *Degrees (Academic); Doctoral Degrees; *Enrollment Trends; Full Time Students; Higher Education; Masters Degrees; Multicampus Colleges; Part Time Students; Professional Education; *State Universities
IDENTIFIERS- Course Load; *State University of New York

Data on credit course enrollment (headcount) and degrees granted by State University of New York (SUNY) institutions from 1948 to 1986 are presented. Data on headcount enrollment and degrees granted are provided for the individual institutions and institutional types for SUNY as well as system-wide. The enrollment data are for the fall term of each year and are arrayed by student load (full-time/part-time) and student level (undergraduate/graduate). The degrees granted information covers all degrees awarded over a 12-month period (July 1-June 30). Separate data are provided by degree (associate, bachelor's master's, doctoral, and first-professional). The following types of institutions are covered: university centers, university colleges, health sciences centers, specialized colleges, statutory colleges, associated colleges, agricultural and technical colleges, and community colleges. An appendix provides a chronology of dates of establishment of SUNY institutions. (SW)

ED 283 436 HE 020 410

Report of the Fourth Quadrennial Evaluation Committee. A Committee t Evaluate the Effectiveness of the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Mar 87
NOTE- 58p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *Agency Role; Budgeting; *College Planning; College Programs; *Coordination; Government School Relationship; Higher Education; Legal Responsibility; Policy Formation; Program Administration; Program Evaluation; *State Agencies; *Statewide Planning; Student Financial Aid
IDENTIFIERS- *Alabama Commission on Higher Education

Eight recommendations for the Alabama Commission on Higher Education are offered based on an evaluation of both the commission's effectiveness and on economic, social, and political conditions in Alabama during 1981-1985. The evaluation, which was conducted by the Fourth Quadrennial Evaluation Committee, begins with an assessment of findings regarding previous (1982-1983) recommendations made by the Third Quadrennial Evaluation Committee. Findings regarding statutory obligations of the Commission during 1982-1986 are also addressed, with attention to: long-range planning, state budgeting and finance, curricular program review, off-campus instruction, out-of-state institutions, statewide higher education data systems, student assistance program administration, advice and counsel to the Governor and Legislature, advisory committees, consortia, and gifts. Appended are a brief description of the task of the fourth evaluation committee and its mode of operation as well as vitae for evaluation committee members. The text of Act No. 79-461 of Alabama, which extended the authority and legal responsibility of the Alabama Commission on Higher Education, is included. (SW)

ED 283 465 HE 020 452

Sheehan, T. Joseph; And Others
Improving Physician Skills in Managing Morally Problematic Cases.

SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.; National Fund for Medical Education, Cleveland, Ohio.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Experience; *Ethics; Graduate Medical Students; Higher Education; *Interpersonal Communication; *Medical Education; Medical Services; *Moral Issues; *Physician Patient Relationship; Problem Solving; Role Playing; Simulation; Skill Development; Values
IDENTIFIERS- Moral Behavior Analysis Instrument

The skills of physicians in treating patient cases that involve medical-moral problems were studied with a total sample of 19 fourth-year medical students and residents. The focus was the manner in which residents become aware of the patient's moral concerns, talk about them, and communicate with the patient in order to reach some mutually acceptable solutions to the problem. Routine moral problems regularly seen and experienced by doctors in their practice were of concern. An assessment instrument, the Moral Behavior Analysis (MBA), was developed to assess medical student/resident's performance, and specifically the following attributes/skills: elicitation, moral reasoning, formulating and executing plans, and mutuality. After a pretest with a simulated patient, the medical students and residents provided information about their attitudes and intentions. Students/residents were later provided feedback on desirable skills and viewed a videotape of their performance. Role-playing allowed students and residents to take the views of doctor, patient, and observer. Finally, a post-test allowed the student to encounter a second simulated patient. The two clinical cases used in the research are briefly described, and study results are discussed. (SW)

Clear Purpose...Complete Commitment. A Long-Range Program to Provide Louisianans with Library and Information Services Adequate to Their Needs, 1986-1990.

Louisiana State Library, Baton Rouge.

PUB DATE- 86
NOTE- 79p.; For 1985 report, see ED 269 030.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Information Needs; *Information Services; Libraries; Library Cooperation; Library Networks; Library Planning; *Library Services; *Long Range Planning; *Public Libraries; Shared Library Resources; *Statewide Planning
IDENTIFIERS- Library Services and Construction Act; *Louisiana

The long-range program presented in this document results from the combined efforts of the State Library staff, the Library Services and Construction Act (LSCA) Administrative Librarian, Louisiana librarians, the Library Development Committee of Louisiana, and a number of other formal and informal planning groups within the state. The program includes: (1) an assessment of the general population and environments of Louisiana with corresponding library service needs; (2) an assessment of the status and library needs of special populations identified in LSCA legislation, including the disadvantaged, institutionalized, blind and physically handicapped, and persons with limited-English speaking ability; (3) an assessment of major library programs throughout the state, including criteria of adequacy, status, and needs; and (4) a plan of action with measurable objectives to meet identified needs over the next five years. This publication identifies specific inadequacies in public library services, resources, facilities and personnel; it identifies the people who are to be served; and it reveals the geographical, sociological, economic, and educational barriers to the expanded use of libraries. Finally, it presents specific goals and objectives as part of an overall plan to overcome both inadequacies and barriers. (KM)

ED 283 534 IR 052 006

Holibaugh, Ralph
Optical Discs for Storage and Access in ARL Libraries. SPEC KIT 133.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Apr 87
NOTE- 128p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Access to Information; Higher Education; *Information Storage; Library Administration; Library Automation; *Library Planning; *Optical Disks; Pilot Projects; *Program Development; *Program Evaluation; Research Libraries; User Needs (Information)
IDENTIFIERS- *Association of Research Libraries

This SPEC (Systems and Procedures Exchange Center) kit provides a sample of excerpts from technical and planning documents contributed by 40 Association of Research Libraries (ARL) member libraries that are planning to install or have already implemented optical disc technology. Selected to represent a variety of media and applications, the excerpts address general as well as technical issues. Comments received in telephone interviews with contributors, as well as with other ARL members whose endeavors are not represented in this kit, are incorporated in a concise summary which discusses the overlapping and interrelated concerns of technical considerations, management issues, and impact on user services. In addition, the following original documents are included: (1) a descriptive list of optical disc technology terms from the National Library of Canada; (2) planning documents from the libraries of the Massachusetts Institute of Technology and the Smithsonian Institution; (3) proposals from Kent State University, the Massachusetts Institute of Technology, the University of Michigan, Syracuse University, and Vanderbilt University; (4) descriptions of pilot/demonstration projects from the Library of Congress and the Massachusetts Institute of Technology; and (5) evaluative reports from Brown University, the University of Illinois, and Vanderbilt University. A 10-item selected reading list and SPEC kit evaluation and order forms are also provided. (KM)

ED 283 548 JC 870 287

Young, Derrick P.
An Introduction to Emergency Medical Services (EMS). Pre-Hospital Phase. Emergency Medical Services Orientation, Lesson Plan No. 9.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Career Choice;

Community Colleges; *Emergency Medical Technicians; *Emergency Squad Personnel; High Schools; Instructional Materials; Lesson Plans; Rescue; Student Recruitment; Teacher Developed Materials; Teaching Guides; Technical Education; Two Year Colleges
IDENTIFIERS- *Emergency Medical Services

Designed for use with interested students at high schools, community colleges, and four-year colleges, this lesson plan was developed to provide an introduction to the pre-hospital phase of Emergency Medical Services (EMS) and to serve as a recruitment tool for the EMS Program at Kapiolani Community College (KCC) in Hawaii. The objectives of the 50-minute lesson are to enable students to: (1) define EMS; (2) describe the three most important components of EMS (i.e., manpower, communications, and equipment); (3) describe the three levels of training in the prehospital setting (first responder, Emergency Medical Technician, Mobile Intensive Care Technician); (4) understand the difference between Basic Life Support and Advanced Life Support; (5) understand the 911 emergency communications network; (6) describe briefly the types of equipment and the working conditions involved with emergency care; and (7) understand the shortage of trained paramedics in Hawaii and consider a viable career change. The lesson plan begins with information on the course for which the lesson was designed; equipment and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids necessary for each step of the lesson. Transparency masters, sample program coursework, a lesson posttest, and information on KCC's EMS program are included. (PAA)

ED 283 563 JC 870 303

Haag-Mutter, Priscilla
Career Development in the Workplace: Academia and Industry Join Hands.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; *Career Development; *Career Exploration; Career Guidance; *Career Planning; Community Colleges; Cooperative Programs; *School Business Relationship; *Staff Development; Two Year Colleges; Workshops
IDENTIFIERS- *Sinclair Community College OH

Sinclair Community College (SCC) in Dayton, Ohio has designed a career development workshop for both hourly and salaried employees of Monarch Marking, Inc., to help the local industry to encourage its motivated employees to set and start working toward new career goals within the company. From 12 to 15 employees take part in each 16-hour, three-part workshop. The first session consists of orientation to the concept of career development, and a round-table discussion with management representatives to discuss job opportunities in different areas of the company. The second session, which is led by staff members from the Career Planning and Placement Center of SCC features three activities: (1) self-assessment of transferable skills; (2) work values clarification; and (3) exploration of identified careers. During the third session, the employees reconvene with college personnel for individual career counseling and wrap-up. Because programs of this nature often result in employees returning to their jobs with a variety of questions, the company's human resource planning and development staff conducts a meeting for supervisors of employees who have taken part in the workshops. Of the workshop participants, approximately 16% of the hourly employees have been promoted to salaried positions, while another 15% transferred to other areas of the company to start working toward their career objectives. (EJV)

ED 283 577 JC 870 319

Coffey, Janis Cox; Lovas, John C.
A New Partnership in Governance.
California Community Colleges Trustees Association, Sacramento.; Chief Executive Officers of the California Community Colleges.
PUB DATE- 10 Oct 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Administrative Organization; College Administration; *Community Colleges; Educational Objectives; *Governance; Governing Boards; *Government Role; *Government School Relationship; State Colleges; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Intended as a conceptual framework within which to analyze accountability and governance, this paper by a joint task force of the Chief Executive Officers of the California Community Colleges and the California Community College Trustees offers a model for establishing a new system of accountability for the colleges. Part I presents a statement on the common purposes of the community colleges, highlighting the importance of community and the centrality of learning, and tracing the evolution of the two-year colleges. Part II focuses on governance and accountability, putting forth two central principles for a new accountability model; i.e., build on strengths and emphasize accountability for results. Part III poses the questions of accountability to whom and for what reason, pointing out that while California's community colleges have been and should be community based and locally controlled, they are also a part of the public school system, and as such exercise a state function. Part IV presents the proposed accountability model, outlining the roles of the legislature and governor, the board of governors, and the district boards of trustees. Finally, part V gives closing comments on forging new partnerships to ensure accountability. (EJV)

ED 283 605 PS 016 598

Robson, Ann L.; Pederson, David R.

Developmental and Task Influences on the Ambiguity of Children's Spatial Representations.

PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Ambiguity; Children; Foreign Countries; *Freehand Drawing; *Puzzles; *Spatial Ability
IDENTIFIERS- Construction Tasks; Ontario; *Representational Competence

The quality of representations of nine spatial arrays varying in transparency and occlusion was observed in order to test the generalization that younger children are concerned about the ambiguity of their representations and to observe the influence of a change in the medium used to create the representations. Children 5, 7, and 9 years old completed three tasks: (1) drawing a ball positioned in front of, inside, and behind transparent, striped, and opaque glasses; (2) arranging puzzle forms to represent each array; and (3) constructing each array in response to conventional drawings. Adult judges identified ambiguous drawings and puzzles and incorrect constructions. Findings indicated that younger children produced more ambiguous drawings and puzzles and more incorrect constructions than older children. Within each age group, there were equal numbers of ambiguous drawings with fewer incorrect constructions. Results indicate that the young child does not unambiguously represent conceptual information in drawings of a series of complex spatial arrays, and that the production of unambiguous representations is not necessarily facilitated by the provision of forms. (Author/RH)

ED 283 662 RC 016 300

Sealey, D. Bruce; And Others
Little Saskatchewan School. An Educational Report.
Little Saskatchewan Indian Reserve, St. Martin (Manitoba).
PUB DATE- Jun 87

NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; American Indian Culture; *American Indian Education; American Indian Reservations; *Canada Natives; Career Counseling; Educational Needs; *Educational Planning; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Parent Participation; School Community Relationship; *School Effectiveness; Small Schools
IDENTIFIERS- Canada; Economic Awareness; *Little Saskatchewan School (Manitoba); Saulteaux (Tribe)

Students at Little Saskatchewan School (Manitoba, Canada) are not being adequately prepared for the future by their school, family, or community. While students in the lower grades perform adequately, the 1986 achievement of 9th graders fell to the bottom 10% of all Canadian students. While 90% of all Manitoba's students complete high school, Little Saskatchewan Reserve has had only one high school graduate in recent years. Until now, the very high dropout rate has not been a problem, but future high unemployment among the community's young people will burden the community's already limited economic base. Although student achievement is higher than in other Indian schools and similar to that in provincial schools, it is substantially lower than that in suburban schools--and average is not good enough. Strengthening the quality of basic education--especially in the higher grades--is the highest priority, with an emphasis on academic achievement. There is an urgent need for economic awareness and vocational counseling, as well as for more training in learning skills. The need for Saulteaux culture awareness and music, art, and drama education could be met through the use of volunteers. Parents and community play critical roles in education and must be involved in the educational process. (JMM)

ED 283 677 SE 048 212

Lord, John
Hazardous Wastes from Homes.
REPORT NO.- ISBN-0-934653-07-0
PUB DATE- 87
NOTE- 40p.; Photographs and other color graphics may not reproduce clearly.
AVAILABLE FROM- Enterprise for Education, 1320A Santa Monica Mall, Santa Monica, CA 90401 ($2.75 plus $1.50 postage and handling; discounts available on quantity orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asbestos; *Environmental Education; Environmental Standards; *Hazardous Materials; Poisons; *Pollution; *Recycling; *Sanitation; Sludge; Solid Wastes; *Waste Disposal; Wastes; Waste Water; Water Quality; Water Treatment

The management of waste materials has become more complex with the increase in human population and the development of new substances. This illustrated booklet traces the history of waste management and provides guidelines for individuals and communities in disposing of certain hazardous wastes safely. It addresses such topics as: (1) how people have learned to manage wastes; (2) new ways of life (new products and new wastes); (3) wastes that are considered hazardous; (4) toxic wastes; (5) asbestos; (6) toxic metals; (7) organic solvents; (8) acids and bases; (9) pesticides; (10) why the old ways of waste disposal don't work for some wastes; (11) what you can do at home (reduction and recycling); (12) what a community can do with collected wastes (treatment, incineration); (13) hazardous waste landfills; (14) what you can do for your community; and (15) suggestions for handling particular wastes. (TW)

ED 283 692 SE 048 227

Wiebe, Arthur, Ed.; And Others

Seasoning Math & Science: Spring & Summer. Second Grade Book B.

AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 86
NOTE- 113p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 223-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; Instructional Improvement; *Learning Activities; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Physical Sciences; Primary Education; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills; Spring (Season)

The activities in this booklet were designed to provide second grade children with opportunities to explore areas of natural interest to them while gaining knowledge and practice in math skills and with science processes. The lessons are most appropriate for the second half of the school year and are grouped into units on life science, earth-space science, and physical science. Ten mathematics skills and eight science processes are listed and indexed for the 22 activities. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 737 SO 017 919

Global History. A Curriculum Guide. Second Semester. Theme V: The Industrial Revolution Had Global Impact. Student Worksheets.

Experimental Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 82
NOTE- 127p.; For related teacher strategies, see SO 017 918; for other global history materials, see SO 017 913-923.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 (New York City Public Schools, $2.50; others, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Course Content; *Curriculum Guides; Economic Change; *Global Approach; *History Instruction; Instructional Materials; Learning Activities; Resource Materials; Secondary Education; Secondary School Curriculum; Teaching Methods; Technological Advancement; World History
IDENTIFIERS- *Industrial Revolution

The worksheets contained in this bulletin are designed for use in conjunction with the teaching strategies for Theme V entitled, "The Industrial Revolution Had Global Impact." The worksheets correspond to specific strategies with accompanying questions on the appropriate strategy page. Included are activities for the seven subthemes: (1) Preindustrial Society; (2) Certain Economic, Political, and Scientific Conditions Were Essential for Industrial Development; (3) New Inventions Change Economic Life; (4) Abuses of the Industrial Revolution Lead to Protest and Response; (5) Social and Economic Effects of the Industrial Revolution; (6) The Industrial Revolution Affected Ideologies; and (7) Japan: A Case Study. In order to sensitize students to the existence of a shared cultural legacy, the Global Cultural Bank activity is included. This may be used as the culminating exercise for each subtheme. (KWL)

ED 283 751 SO 018 186

Allen, Caron
Glimpses of Japan through Comics.
Illinois Univ., Urbana. Center for Asian Studies.
PUB DATE- 85
NOTE- 80p.; Comics by Ryohei Saigan. For related document, see SO 018 187.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Buddhism; Children; *Comics (Publications); Cultural Activities; *Cultural Background; Educational Practices; Elementary Secondary Education; *Folk Culture; Foreign Countries; Games; *Holidays; Homemakers; Housing; *Japanese; Social Behavior; Social Environment; Social History; *Social Life; Teaching Guides
IDENTIFIERS- *Japan

Through Japanses comic strips (called "manga" in Japanese) students can gain an appreciation not only for the different sensibilities of the Japanese but for similarities as well. One unit consists of an essay, a comic strip, frame by frame explanations, and questions for discussion. In total, there are nine units because odd numbers are considered lucky in Japan. The individual units are: "The New Year in Japan"; "Education"; "Coffee Shops, Discos, and Bars"; "Martial Arts and Kendo"; "Housing"; "Girl's Day"; "A Day in the Life of One Japanese Homemaker"; "Pachinko"; and "Japanese Ghosts and Cats." (BZ)

ED 283 408 HE 020 044

Garfield, Joan; Corcoran, Mary
Assessment in American Higher Education: An Historical Perspective.
PUB DATE- Jul 86
NOTE- 23p.; Paper presented at the Conference on Assessment in Higher Education (St. Paul, MN, June 30-July 1, 1986). Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Evaluation; *Educational Assessment; Educational History; *Higher Education; *Institutional Evaluation; Institutional Research; *Outcomes of Education; School Effectiveness; *Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum

The history of assessment in American higher education is examined, with a focus on the period after World War II. Assessment practices in the early years of higher education are also discussed. Assessment studies concentrated on either the college, the curriculum, or students. Questions that have been investigated by specific assessment studies are identified. The studies investigated the following concerns: whether the curriculum should be changed, the effectiveness of the curriculum, who should go to college, how students change during college, the value of a college education, the nature of the student experience, outcomes of a college education, what is wrong with the collegiate system, causes of campus unrest, and how to improve higher education. Within higher education today, assessment has come to have both narrow and broad connotations. The narrow connotation refers to determining the outcomes of a college education using standardized tests. The broad definition encompasses many types of measures and methods used to assess students at several points in time, from entrance to exit time. The following terms in contemporary use are briefly defined: test, measurement, evaluation, and assessment. A 45-item reference list concludes the document. (SW)

ED 283 451 HE 020 430

Fuller, Carol H.

Undergraduate Origins of Women and Men Who Received Ph.D.'s, 1961-1980.

Great Lakes Colleges Association, Ann Arbor, Mich.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 87
NOTE- 159p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Degrees; *Educational Background; Females; *Graduate Study; Higher Education; Institutional Characteristics; *Majors (Students); Males; Productivity; *School Size; Selective Colleges; *Sex Differences; Specialization

Ph.D. productivity was evaluated, with attention to the educational background of male and female degree recipients, as well as differences in colleges identified as the most productive. There were 1,513 U.S. institutions with at least one graduate who earned a Ph.D. between 1961 and 1980. While women earned an increasingly large share of the Ph.D.s awarded, they continued to be concentrated in the humanities, social sciences, and education. The Ph.D.s earned by men were much more evenly spread across the major fields, with the largest proportion in the empirical sciences. Men earned a larger number of Ph.D.s than women, a larger proportion of men earning baccalaureate degrees went on to attain the Ph.D., and a greater number of undergraduate colleges had men graduates who earned a Ph.D. School size was an important factor in total Ph.D. production but several relatively small institutions were among the top 5% rankings for Ph.D. production for both men and women. Selectivity (as measured by average Scholastic Aptitude Test or American College Testing program scores) was related to productivity adjusted for size, but several colleges with lower average scores were among those highly ranked for Ph.D. productivity. Extensive statistical findings are included. (SW)

ED 283 479 HE 020 467

Linder, Fredric; And Others
Locus of Control and Values of Adult Learners in Schools of Business, Dentistry, and Education.
PUB DATE- Feb 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Business Administration Education; *Dental Students; Departments; *Education Majors; *Graduate Students; Higher Education; *Locus of Control; Majors (Students); Sex Differences; *Values

The locus of control orientation and value priorities of graduate students in business, dentistry, and education were studied, along with the relationship between these variables. Students in the study were attending Virginia Commonwealth University during the 1983-86 academic years and ranged in age from 18 to over 40 years old. There were 212 business graduate students, 164 dentistry students, and 255 graduate students in education. Rotter's Internal-External Locus of Control Scale was administered, along with Rokeach's Value Survey, and a demographic survey. Results indicated that older students were more internally oriented than younger students and that males were more internally oriented than females across all three schools. The terminal and instrumental values given highest priority by students in all three schools were almost identical. There were several significant age and sex differences on value priorities within each school as well. Significant school effects indicated that dental students gave less priority to the value "national security" than did business or education students, whereas business students gave higher priority to "courageous." (Author/SW)

ED 283 507 IR 012 711

Pennington, Nancy
Expert Programmer Comprehension of Computer Programs: Final Report.
Chicago Univ., Ill. Graduate School of Business.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel anc
Training Research Programs Office.
PUB DATE- 1 Dec 86
NOTE- 44p.
CONTRACT- N00014-82-K-0759
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Cognitive Processes; Comparative Analysis; *Comprehension; Computer Software; Language Processing; Literature Reviews; Models; Problem Solving; *Programers; *Programing; Psychological Studies; *Schemata (Cognition)

This report summarizes research on experienced programmers' comprehension of computer programs that was carried out over a three-year contract period (1982-85). Following an extensive review of the programming skill literature, an analysis of programs based on the multiple abstractions (points-of-view) that characterize program text and design was proposed and three research questions were examined: (1) how multiple abstractions are coordinated into effective mental representations necessary to comprehend programs; (2) how different kinds of programming knowledge enter into program comprehension; and (3) what comprehension strategies distinguish programmers who obtain high levels of comprehension from those who do not. A two-stage model of comprehension was suggested by the research, which showed that procedural representations tend to dominate program understanding in the first stage, while functional representations dominate in the later stages. It was found that the feature distinguishing the best comprehenders from the poorest in the current research was use of cross-referencing strategies in which procedural relations in program text (textbase macrostructure) were explicitly mapped onto functional relations, expressed in the language of the real-world objects to which the program referred (situation model); the poorest comprehenders tended to use singular strategies, working either at the program text or real-world level, but not both. Fourteen references are listed as well as six related technical reports and publications. (Author/MES)

ED 283 620 PS 016 706

Jackson, Jacquelyne Faye
Normative Features of Black Infant-Parent Attachment Relationships.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Jul 85
NOTE- 16p.; Paper presented at the Conference on Empirical Research in Black Psychology (8th, Newark, DE, January 25-28, 1984).
GRANT- NIMH-1-R13-MH-36381-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Blacks; Exploratory Behavior; *Fathers; *Infants; *Mothers; Parent Child Relationship; Social Behavior; *Stranger Reactions

Characteristic patterns of infant-parent relationships were examined in a sample of Black infants presumed to be at low risk for psychopathological development. Infant responses toward parents and a stranger in a structured laboratory play session were analyzed to determine normative patterns of Black infant-parent attachments. Infant exploratory behavior revealed indications of positive infant-parent relationships. Absence of parent affiliative responses was found and interpreted as an indicator of infant self-assurance in an unfamiliar setting. Findings are (1) discussed as indications of psychologically sound normal Black infant-parent relationships; (2) seen as distinguishing Black infants' behavior from that of White infants as reported in child development literature, and (3) held to be potentially useful as behavioral standards for clinical assessments of Black infants considered at risk for psychopathological development and of their families. (Author/BG)

ED 283 633 RC 016 218

Orum, Lori S.
The New Immigration Act: What Educators Ought To Know.
National Council of La Raza, Washington, D.C.
PUB DATE- Mar 87
NOTE- 11p.; For related documents, see RC 016 219-220 and RC 016 222.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; *Civil Rights; *Compliance (Legal); Educational Demand; Elementary Secondary Education; Equal Opportunities (Jobs); Equal Protection; Federal Legislation; *Foreign Workers; Higher Education; Hispanic Americans; Latin Americans; Law Enforcement; Parent School Relationship; Personnel Policy; *School Community Relationship; School Responsibility; *School Role; Student Rights; *Undocumented Immigrants
IDENTIFIERS- Immigration and Naturalization Service; Immigration Law; *Immigration Reform and Control Act 1986

The Immigration Reform and Control Act of 1986, which provides legalization to certain undocumented aliens and imposes sanctions on employers who knowingly hire undocumented workers, affects school districts in their capacity both as employers and as providers of services to children and families who may be seeking to legalize their immigration status. School districts must design personnel policies that comply with the bill's employer sanctions provisions but that do not violate the anti-discrimination provisions in the new law and in the Civil Rights Act of 1964. It is likely that school personnel will receive many questions and will want to become informed about the legalization process, develop a listing of agencies providing approved assistance, and refer individuals to these agencies for specific information and assistance. School districts will need to respond to increased demands for adult classes in English and United States Civics and Government and to stay informed of state and federal assistance for these programs. Finally, school personnel, parents, and community members should understand that enforcement of the immigration law is the responsibility of the Immigration and Naturalization Service and not of the schools. (JHZ)

ED 283 648 RC 016 247

Kraft, Richard J., Ed.; Sakofs, Mitchell, Ed.
The Theory of Experiential Education.
Association for Experiential Education, Boulder, CO.
PUB DATE- 85
NOTE- 291p.; Photographs will reproduce marginally.
AVAILABLE FROM- Association for Experiential Education, CU Box 249, Boulder, CO 80309 ($12.50 members, $15.00 non-members plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adventure Education; Comparative Education; Educational History; Educational Philosophy; Educational Theories; Elementary Secondary Education; *Experiential Learning; *Foundations of Education; Higher Education; Leaders; *Learning Theories; Nontraditional Education; Outdoor Education; Personal Narratives; Program Descriptions; Program Design; Relevance (Education); Self Concept; *Theory Practice Relationship; Values
IDENTIFIERS- Philosophical Influences; *Psychological Influences; Spiritual Development

This anthology of articles originally published in the "Journal of Experiential Education" is organized under the topics of historical, philosophical, and spiritual foundations; theory and practice; personal perspectives; book reviews; the future of experiential education; and international perspectives. The range of selected papers is broad and includes research, opinions, program descriptions, personal narratives, reviews, etc. Papers in the chapter on historical foundations deal with a theory of experiential education, the influence of Kurt Hahn, the history of experiential movements, and progressive education in the 1980's. The theory and practice chapter includes a detailed plan for sharing experience with students, a narrative account of personal experiences with adventure, a paper on the benefits of apprenticing, and an interview with the developer of an open network information clearinghouse. Papers in the chapter on international perspectives describe experiential learning in revolutionary and post-revolutionary China, England's School Concern Project, outdoor leadership in Australia, and experiential education for survival in third world countries. (JHZ)

ED 283 362 FL 016 690

Hosford, Helga; Farr, Marianne

Guide for Teaching German in the Elementary Schools, Level 1, Grade 4.

PUB DATE- 77
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; *Course Content; Cultural Education; Curriculum Guides; Drills (Practice); Elementary Education; *FLES; *German; Grade 4; Grammar; Instructional Materials; Intermediate Grades; *Introductory Courses; Second Language Instruction; Units of Study; Vocabulary

The guide is designed to assist elementary school German teachers by giving suggestions on the nature of material, structure, and sequence of linguistic items to be introduced in the first year. It contains suggestions for 10 teaching units, each containing vocabulary, grammar items, cultural information, songs and rhymes to reinforce vocabulary and present language in larger utterances, and a review consisting of tests and subtests. The approach uses progressive sequencing of language skills and frequent and varied forms of practice: extension drills, substitution drills, replacement drills, transformation drills, extensive questions and answers, and games. Suggested teaching techniques include high teacher visibility, visual materials, directed play, use of larger utterances, use of materials that help students regularize structures, rewards for good performance, and maximum classroom use of German. (MSE)

ED 283 378 FL 016 767

Commins, Nancy L.; Miramontes, Ofelia B.
A Descriptive Study of the Linguistic Abilities of a Selected Group of Low Achieving Hispanic Bilingual Students.
PUB DATE- Apr 87
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Bilingualism; Bilingual Students; Case Studies; Competency Based Education; Discourse Analysis; Elementary Education; *English (Second Language); Functional Literacy; *Hispanic Americans; *Language Dominance; Language Skills; *Low Achievement; Reading Skills; *Spanish; Speech Skills

A study investigated the notion that bilingual students' low academic achievement may be due to semilingualism (having limited language skills) in each of the two languages, and the cognitive deficits that presumably result. The subjects were two boys and two girls from the fifth and sixth grades with low proficiency in either English or Spanish. Data were drawn from observations and audiotaping of natural and structured conversations and interviews

were conducted with each family to provide information on the students' language performance both within and outside school. No evidence emerged that any subject mixed Spanish and English, but all code-switched and could sustain discourse exclusively in either language when requested. All lacked vocabulary items in both languages. Three had greater strengths in Spanish than English, with vocabulary lacking primarily in school-related areas. All spoke English with a Spanish accent and used Spanish intonation patterns. Each had different strengths across settings in both languages, but was most able in small-group activities. All had negative feelings about Spanish, and all showed some signs of semilingualism. The findings strongly confirmed that teachers perceive their students as limited and adapt the instructional program to suit that perception. Second language education should de-emphasize deficits and focus on competencies. (MSE)

Faulkner, Ronnie W.
Professional Development Guidelines at a Four-Year College.
PUB DATE- 30 Mar 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conferences; *Faculty Development; Grants; Higher Education; Improvement Programs; Professional Continuing Education; *Professional Development; Program Descriptions; Speeches; *Staff Development; *State Colleges; Workshops
IDENTIFIERS- *Glenville State College WV

Professional development activities at Glenville State College, a small West Virginia liberal arts college, are discussed. The college's professional development committee awards funds for speakers/scholars, on-campus workshops, grants, professional meetings and conferences, and advanced study. A minimum of 20% of the 1987 funds will be committed for speakers/scholars. Proposals for study and research might relate to curricular improvements, new course development, publication, or implementing new teaching approaches. Funds may be provided to faculty and staff for reimbursement of tuition and fees for advanced study, usually graduate study. Faculty members must be pursuing study consistent with their positions at the college, and staff member's advanced study activity must benefit the college. Examples of acceptable professional development projects for each type of funding activity are provided. The following materials are appended: an application form for professional development funds, February 1987 minutes for the Professional Development Committee, and a sample report to the committee from a faculty member who received a professional development grant to attend a convention of the Southeastern Theatre Conference. (SW)

ED 283 437 HE 020 411

Unified Budget Recommendations for Fiscal Year 1987-88.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Mar 87
NOTE- 178p.; A few tables may not reproduce well due to small print size.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; College Credits; College Programs; Educationa Finance; Enrollment Trends; Financial Policy; Higher Education; Operating Expenses; Professional Education; Public Colleges; Research; *Resource Allocation; *State Colleges; *Statewide

Planning; Technical Institutes; Two Year Colleges; Universities
IDENTIFIERS- *Alabama

Recommendations for appropriations to each public college and university in Alabama are presented by the Alabama Commission on Higher Education (ACHE) in its 1987-1988 unified budget report. For each institution and type of expenditure (e.g., academic, research, public service, and capital outlay), data are provided for: 1985-1986 appropriations, 1987-1988 requests, ACHE 1987-1988 needs, based on funding formulas, and the ACHE 1987-1988 recommended budgets. This information is also provided for other higher education program allocations, such as scholarship and grant programs and program evaluation activities of ACHE. Attention is directed to funding formulas for regular academic programs at public senior universities, public junior colleges, and technical colleges, as well as professional school programs (medical schools, dental schools, optometry schools, university hospitals, veterinary medicine colleges, and agricultural colleges and cooperative extension services). Appendices include data on: facilities renewal requirements; two-year college enrollments; and university headcount enrollments, credit hour production, remedial credit hours, utilities allowances, and sponsored research dollars. (SW)

ED 283 494 HE 020 521

Baumgarte, Roger
Cognitive Development as a Goal of Freshman Seminar. The Critical
Issues Symposium, CIS 101-102, a Freshman Seminar Program at
Winthrop College.
PUB DATE- 14 Apr 87
NOTE- 11p.; Paper presented at the National Conference on the
Freshman Year Experience (1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Cognitive Development;
*College Freshmen; Communication Skills; *Critical Thinking;
*Discussion (Teaching Technique); Educational Objectives; Higher
Education; Learning Theories; Questioning Techniques; Required
Courses; *Seminars; Student Development; *Student Participation
IDENTIFIERS- Perry (William); *Winthrop College SC

The Winthrop College Critical Issues Symposium for freshmen is discussed, with attention to the format of the seminar, the theoretical bases, seminar goals, strategies employed, administrative and political factors, faculty development opportunities, and assessment. The symposium is designed to help freshmen become active learners, questioners, and critical thinkers, and to show them the value of discussion and learning from one another. The symposium is a required and graded two-semester, two-credit hour course that includes the concepts of challenge and support suggested by Nevitt Sanford and L. Lee Knefelkamp's seminar teaching strategies, which encourage students to be active in the classroom and allow them to explore alternativ points of view on any topic. It is proposed that cognitive development as defined by William Perry and critical thinking in general should be explicit goals of a freshman seminar program. In addition to cognitive development, the course is intended to help students develop communication skills and a sense of community in both the small seminar and the college-wide contexts. The role of seminar directors is to ask questions and to encourage students to think and speak. (SW)

ED 283 549 JC 870 288

Higa, Floyd
How To Use a Tape Rule. General Metals I, Lesson Plan.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; Instructional Materials; Lesson Plans;

*Measurement Equipment; *Metal Working; School Shops; Secondary School Curriculum; *Shop Curriculum; Teacher Developed Materials; Teaching Guides; Woodworking
IDENTIFIERS- *Rulers (Instruments)

Developed as part of a 110-hour high school course on general metals, this 50 minute lesson is designed to enable students to: (1) name the parts of the tape rule; (2) determine what size tape rule to use for a given task; (3) measure correctly with a tape rule or ruler; and (4) dimension correctly for a piece of metal or wood. The lesson plan begins with information on the course for which the lesson was designed; equipment and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids necessary for each step of the lesson. Transparency masters, tests, posttests and answer keys are included. (PAA)

ED 283 578 JC 870 320

Giles, Ray

Community College Governance: Three Reform Recommendations. A Position Paper. The California Community College Trustees' Response to the First Draft of the Reassessment Study of the Commission for the Review of the Master Plan for Higher Education.

California Community Colleges Trustees Association, Sacramento.

PUB DATE- 31 Jan 86
NOTE- 6p.; For a related document, see ED 269 048.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Administrative Organization; *College Administration; Community Colleges; Educational Change; Educational Objectives; *Governance; Governing Boards; *Government Role; *Government School Relationship; Position Papers; State Colleges; Statewide Planning; Two Year Colleges

IDENTIFIERS- *California

Developed in response to the report, "Beyond Access: A Reassessment of California Community Colleges," this position paper by the California Community College Trustees (CCCT) presents three reform recommendations for community college governance. After offering support for many of the specific proposals of the report, the position paper states the CCCT's opposition to proposals that would lead to increased costs, decreased community participation, and more bureaucracy. Next, the three reform recommendations are presented, seeking to balance the state's legitimate need for accountability of community college programs with the colleges' need to maintain the flexibility necessary to meet both state and local education priorities. The recommendations are: (1) clearly define governance roles and responsibilities of the legislature, the governor, the Board of Governors for the California Community Colleges, and the local districts; (2) revise the decision-making process to ensure the full participation of those who share responsibility for implementing decisions; and (3) establish a statewide accountability system in which the local districts would be held accountable on a statewide basis as well as in their own communities for their efforts and effectiveness in meeting both state and community expectations. The paper also presents arguments against "regional" governance, and strongly opposes the Commission for the Review of the Master Plan for Higher Education's recommendations for regionalization/centralization, faculty compensation, and collective bargaining. (EJV)

ED 283 591 PS 016 408

Townson, Monica; And Others
Child Care: The Employer's Role. Report of the Task Force on Child Care: Series 4.
Canada Dept. of Supply and Services, Ottawa (Ontario).; Status of Women Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-14406-6; SW43-1/4-1985E
PUB DATE- Dec 85
NOTE- 144p.; For other reports in this series, see PS 016 405-410.
AVAILABLE FROM- Status of Women Canada, Communications Unit, 151 Sparks St., Suite 1005, Ottawa, Ontario, Canada K1A 1C3.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Costs; *Day Care; Early Childhood Education; *Employer Supported Day Care; Foreign Countries; *Program Design; Unions
IDENTIFIERS- *Canada; Maternity Benefits; *Parental Leave

The two research studies in this volume focus on the employer's role in child care. The studies were commissioned as part of an effort to provide detailed analyses of issues of special relevance to child care and parental leave policies and the effects of these issues on the Canadian family. Paper 1 provides a basis for the development of paid parental leave policies in Canada, reviewing maternity and paid parental leave programs in other countries. Such options as paid leave on the birth or adoption of a child, shorter working hours for parents, and extended leaves for child care by parents are considered. The paper reviews the provisions for paid parental leave in Canada, taking into account statutory benefits available through the Unemployment Insurance program and private arrangements for fully paid parental leave, such as those negotiated by some trade unions. Finally, the paper recommends paid parental leave options for Canada, developing a cost analysis of the options for application, with proposals for financing the programs. The second paper (1) provides an inventory and description of work-related day care programs and activities in Canada, (2) reviews work-related day care policies and programs at all levels of government, (3) provides an analysis of key issues, including advantages and disadvantages to users and sponsors, and factors affecting the development of work-related programs, and (4) identifies significant implications for future policy and program development. (RH)

ED 283 606 PS 016 600

Doyle, Anna-Beth; And Others
Categorizing by Social Dimensions: A Developmental Basis for Stereotyping?
PUB DATE- 23 Apr 87
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society fo
Research in Child Development (Baltimore, MD, April 23-26, 1987). Work supported by a grant from the Quebec Fonds de Formation des Chercheurs et de l'Aide a la Recherche.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Classification; Cognitive Ability; Elementary Education; *Elementary School Students; Ethnicity; Foreign Countries; Sex Differences; *Stereotypes
IDENTIFIERS- Body Composition; *Quebec (Montreal)

The use by 254 Canadian children of the dimensions of gender, language/ethnicity, and body type as bases of categorization was examined. A developmental approach was taken to see whether a sequence exists in the relative predominance of these dimensions; to examine the relation between the salience of these dimensions and cognitive developmental skills; and to assess the relation between dimensional salience and the acquisition of related stereotypes during middle childhood. Findings indicated that tendencies to classify by gender and body type were strongest in kindergarten, declining significantly between kindergarten and grade 2, and again between grades 1 and 5. In contrast, categorization by ethnic group remained constant between grades K and 6. Accuracy on conservation tasks, and knowledge of gender and overweight stereotypes increased from kindergarten to grade 1, the time at which categorization by these dimensions was strongest. It is concluded that these results support the hypothesis that children use categorization by social dimensions to acquire knowledge about the associated roles in their culture. Once these roles are acquired, the child may turn to new, not yet "mastered" dimensions as the dominant basis for classification. Gender and body type matches may decline as children become less focused on external, physical attributes, while ethnicity, perhaps perceived as a complex internal attribute, remains more predominant as a basis for classification. (RH)

ED 283 678 SE 048 213

Charles, Randall; And Others
How To Evaluate Progress in Problem Solving.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-241-4
PUB DATE- 87
NOTE- 91p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22901 ($5.60; 20% discount on 10 or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Interviews; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Observation; *Problem Solving; Process Education;

Questioning Techniques; *Secondary School Mathematics; *Student Evaluation; Tests

With the increased emphasis on teaching problem solving in mathematics has come the challenge of developing new techniques for evaluating the effectiveness of such instruction. This booklet is an attempt to provide teachers with ways to give credit for a good problem solving strategy, and yet deduct for an incorrect answer. The document provides ways to more clearly identify what is to be evaluated, outlines some evaluation techniques, discusses ways to organize and manage an evaluation program, and examines how to use the results of the evaluation. The evaluation techniques that are described include: (1) observation and questioning (addressing informal observation methods and structured interviews; (2) self-assessment data (dealing with student reports and inventories); (3) holistic scoring (including analytic scoring, focused holistic scoring, and general impression scoring); and (4) multiple-choice and completion tests. Each technique discussed includes sample problems and examples of solutions. In addition, the appendices contain some guidelines for using this booklet for in-service education, along with an annotated bibliography of additional readings about mathematical problem solving. (TW)

ED 283 693 SE 048 228

Wiebe, Arthur, Ed.; And Others
Jaw Breakers and Heart Thumpers. A Study in Fun Foods and Body Basics. 3-4 Book A.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 87
NOTE- 87p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 223-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; Grade 3; Grade 4; *Human Body; Instructional Improvement; Integrated Activities;

Interdisciplinary Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

Designed to supplement the mathematics-science curriculum, this booklet contains activities which provide students of grades three and four with opportunities for investigating science and applying mathematics skills on the topics of the human body and foods. The exercises are written to meet a variety of lesson needs: to introduce a concept, to enrich and extend, or to conclude, a concept. Ten mathematics skills and nine science skills are listed and indexed for the nine activities on the human body and nine activities on foods. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

Lind, Mary; And Others
Out of This World. Project AIMS Grades 5-9. Book 9A.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 87
NOTE- 91p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; *Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Middle Schools; Process Education; Science Activities; Science Education; *Science Instruction; Skill Development; *Space Sciences
IDENTIFIERS- *Science Process Skills

Designed to supplement the science-mathematics curriculum for students of grades five through nine, this booklet contains activities which focus on the theme of space science. Specific mathematics skills and science processes are identified and indexed for the 20 activities. Topic areas such as the orbits of the planets, movement of the moon, weight on other planets, and space travel time serve to provide opportunities for student investigations and applications of skills. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. A fact sheet on the planets is included and additional resources and related software are also identified. (ML)

ED 283 723 SE 048 258

Nicks, Oran W.
Far Travelers: The Exploring Machines.
National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
REPORT NO.- NASA-SP-480
PUB DATE- 85
NOTE- 265p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aerospace Technology; *Lunar Research; Navigation; Research and Development; Satellites (Aerospace); Science and Society; Science Education; Science History; Scientific Enterprise; *Scientific Research; *Scientists; *Space Exploration; Space Sciences; *Technological Advancement
IDENTIFIERS- *National Aeronautics and Space Administration

The National Aeronautics and Space Administration (NASA) program of lunar and planetary exploration produced a flood of scientific information about the moon, planets and the environment of interplanetary space. This book is an account of the people, machines, and the events of this scientific enterprise. It is a story of organizations, personalities, politics, and perceptions of the golden era of solar system exploration. The engineering problems and outstanding accomplishments of the missions are narrated. Both failures and successes during the development and flights of the spacecrafts are highlighted. Although this book is not primarily a scientific report, it does include technical aspects of space flight and conveys some of the excitement about creating and deploying lunar and planetary spacecraft. (ML)

ED 283 392 FL 016 790

Keirstead, S. K.
A Recasting of Sapir's "Language, An Introduction to the Study of Speech."

PUB DATE- Nov 86
NOTE- 42p.; Faint dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Context; Descriptive Linguistics; Diachronic Linguistics; Dialects; *Language; *Language Processing; Language Universals; Language Variation; Morphology (Languages); Morphophonemics; Phonetics; Phonology; *Speech Communication; Structural Analysis (Linguistics); Syntax
IDENTIFIERS- *Sapir (Edward)

Edward Sapir's 1921 publication, "Language, An Introduction to the Study of Speech" is interpreted for beginning students of historical and descriptive linguistics. In his book, Sapir attempts to show (1) what he thinks language is, (2) what variables occur in language due to time and place, and (3) the relationship of language and thought. A glossary and list of references are included. (MSE)

ED 283 752 SO 018 187

Shoresman, Michele; Kinoshita, Waunita
Tanoshii Gakushu--Learning with Enjoyment: Activities about Japan for Elementary Students. Second Edition.
Illinois Univ., Urbana. Center for Asian Studies.
PUB DATE- 80
NOTE- 175p.; For related document, see SO 018 186.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Asian Studies; Clothing; *Cooking Instruction; *Cultural Activities; Cultural Education; *Educational Games; Elementary Education; Folk Culture; Food; Foreign Countries; *Geography Instruction; *Handicrafts; International Trade; *Japanese; Languages; Mathematical Enrichment; Physical Activities; Puzzles; Teaching Guides
IDENTIFIERS- *Japan

A variety of experiences are provided to encourage active learning and involvement on the part of U.S. students studying Japanese culture. The aim is to enable the mathematics, English, art, physical education, and science teacher as well as the social studies instructor to incorporate the study of Japan into their curricula. In each of these subjects, students can learn a great deal about Japan while keeping up with the "basics." For example, a teacher doing a unit on folktales could use a section on Japanese folktales without having the students complete a whole unit on Japan. Units of study are: "Japanese Pronunciation Guide"; "Introduction to Japanese Writing"; "Geography"; "Trade"; "Artifacts"; "Soroban Work Cards--How to Use an Abacus"; "Cooking"; "Folktales"; "Arts"; "Games and Exercises"; and "Clothing." (BZ)

ED 283 452 HE 020 431

A Study of the College-Level Examination Program (CLEP) in Florida.

Report and Recommendations of the Postsecondary Education Plannin
Commission, Report 7, 1987.
Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE- 19 Mar 87
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Administrators; College Credits; *College Students; Community Colleges; *Equivalency Tests; *Experiential Learning; Higher Education; *Nontraditional Students; Public Policy; State Universities; Teacher Attitudes; *Testing Programs
IDENTIFIERS- *College Level Examination Program; *Florida; Proficiency Examination Program (ACT)

The use of the College-Level Examination Program (CLEP) was evaluated by the Florida Postsecondary Education Planning Commission. In addition to a comprehensive analysis of research studies relating to CLEP conducted in various states, CLEP policies at state universities and community colleges in Florida were examined. Perceptions of Florida faculty and administrators regarding the use of CLEP were also surveyed, along with the use of the Proficiency Examination Program (PEP). Florida appears to have the most comprehensive state policy regarding CLEP. Although use of CLEP general examinations has decreased significantly in Florida and nationally since the mid-1970s, the Commission concluded that CLEP general examinations should be continued. The Commission recommends, however, that certain research activities be completed before a final decision is made on the CLEP general examinations in English composition and mathematics. The Commission believes a consistent state policy on the use of CLEP and PEP, and other nationally-standardized, credit-by-examination programs included in the articulation agreement is essential. There is no evidence to indicate that students who receive CLEP credit perform at a lower level than students who do not receive CLEP credits. It is concluded that CLEP and PEP are not for all students; however, they provide a valuable option for advanced students and those seeking other higher level coursework or time-shortening college opportunities. Appended are survey results and information on CLEP policies at Florida universities and selected community colleges. (SW)

ED 283 466 HE 020 453

Terenzini, Patrick T.; Wright, Thomas M.

Differences in Academic Skill Development among Men and Women during the First Two Years of College.

PUB DATE- Apr 87

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Freshmen; Extracurricular Activities; Higher Education; *Learning Experience; *Longitudinal Studies; *Sex Differences; Student Adjustment; *Student Development; Student Experience; *Student Participation; Teacher Student Relationship

IDENTIFIERS- *College Sophomores

The influences of academic and social integration on academic skills development of male and female freshmen and sophomores at a large, selective, public research university were studied. Questionnaires were completed by 277 female and 186 male students after summer 1980 freshman orientation and in the spring of the next two academic years. Indicators of academic and social integration were: number of meetings with faculty outside classrooms; hours per week spent in extracurricular activities; measures of social and academic integration in the Tinto model; and level of classroom and social involvement. Differences were found in the amount of reported growth for men and women and causal influences. Women reported significantly more academic skill development than men in the sophomore year, and they also appeared to experience higher levels of social integration than men during the freshman year. Freshman year academic integration was found to have an indirect effect on sophomore year reported growth for both groups. Social integration for men was independent of both academic integration and reported growth in both years, while for women it was modestly related to freshman year growth and negatively related to sophomore year academic integration. A five page reference list is included. (SW)

ED 283 480 HE 020 468

Jorde, Karen L., Ed.; Young Robert E., Ed.
Faculty Development Programs in Minnesota, North Dakota, and South Dakota. Revised Edition.
North Dakota Univ., Grand Forks.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- 87
NOTE- 51p.; For the 1982 edition, see ED 226 655. For a related document, see HE 020 269.
AVAILABLE FROM- Office of Instructional Development, University of North Dakota, Box 8161, University Station, Grand Forks, ND 5820
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Studies; College Faculty; *College Instruction; Computer Assisted Instruction; Computer Literacy; *Curriculum Development; *Faculty Development; Higher Education; *Instructional Improvement; Interdisciplinary Approach; Liberal Arts; Program Descriptions; Scholarship; Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods; Writing Instruction
IDENTIFIERS- *Minnesota; *North Dakota; South Dakota; Writing Acro the Curriculum

Thirty-four faculty development programs at colleges and universities in Minnesota, North Dakota, and South Dakota are described. Descriptions of the programs, which are funded by the Bush Foundation, provide a brief overview of the college involved, outline the program goals and strategies and identify a contact person. Areas addressed by the programs include: faculty professional growth, matching teaching methods to the cognitive an personal maturation of students, improving teaching quality by promoting faculty connections with research and scholars, designin a core curriculum, strengthening faculty teaching skills, preparin faculty to participate in Writing Across the Curriculum programming, teaching faculty to integrate computers in the instructional process, improving faculty communication across disciplines, improving faculty's understanding of students, focusing on faculty as models of liberal arts practice, curriculum development that responds to the changing needs of student learning, maintaining balance between liberal arts and professiona programs, integrating Native American culture into the curriculum, and faculty sabbaticals for undergraduate education. (SW)

ED 283 521 IR 051 993

McClure, Charles R.; Hernon, Peter
Academic Library Use of NTIS: Suggestions for Services and Core Collections.
Syracuse Univ., N.Y. School of Information Studies.
SPONS. AGENCY- National Technical Information Service (DOC), Springfield, Va.

REPORT NO.- ISBN-0-934213-04-6
PUB DATE- Oct 86
NOTE- 70p.
AVAILABLE FROM- National Technical Information Service, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, VA 22
($12.00 plus $3.00 shipping, order #PB86-228871).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (13
DESCRIPTORS- *Academic Libraries; *Access to Information; Annotate
Bibliographies; Computer Software; Higher Education; Information
Dissemination; *Library Collection Development; Library Instruction; *Library Services; Magnetic Tapes; Microfiche; *Reference Materials; *Scientific and Technical Information
IDENTIFIERS- *National Technical Information Service; OCLC

Intended to assist academic librarians and other information professionals in better exploiting the information resources available through the National Technical Information Service (NTIS), this two-part manual offers practical suggestions and strategies for making NTIS information services and products available through academic libraries. Suggestions to increase academic librarians' awareness of and access to NTIS services and products are offered in the first section of the manual, includin
development of a knowledge base of NTIS services and products; taking into account the basic considerations of access, bibliographic control, and microfiche use; development of collections of NTIS materials; promotion of NTIS materials within and outside the library; development of an NTIS service plan; and increasing the use of NTIS materials. This portion of the text is supplemented with 6 figures, and 21 references are provided. The second part of the manual, which identifies core collections of NTIS reports, reference materials, microfiche, diskettes, and magnetic tapes within 16 major subject areas, is intended to help librarians in any setting determine which NTIS titles are significant for particular subject areas and to allow librarians t
better integrate NTIS materials into their collections. Indexes by NTIS document title and by order number are included. Instruction
for searching OCLC for NTIS materials and an NTIS order form are appended. (KM)

ED 283 535 IR 052 097

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1986. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1986.
ERIC Processing and Reference Facility, Bethesda, Md.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 89p.; For 1985 edition, see ED 271 125.
CONTRACT- 300-87-0004
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; *State of the Art Reviews
IDENTIFIERS- Educational Information; *ERIC

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 229 publications produced by the 16 ERIC Clearinghouses in 1986. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1986) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes for subject, author, and institution are provided. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided for 1986. Also included is ERIC Ready Reference #9, which provides information on ERIC Digests, the ERIC Digests Online (EDO) database, and how to get connected to EDO and search it online, as well as a form for ordering ERIC documents from the ERIC Document Reproduction Service (EDRS). (BBM)

ED 283 564   JC 870 304

Fiscal Data Abstract, 1985-86. California Community Colleges. Report No. 872.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Jun 87
NOTE- 100p.; For previous editions of this report, see ED 225 630, ED 231 469, ED 242 381, ED 254 288, and ED 269 108. Small type in statistical tables.
AVAILABLE FROM- California Community Colleges, Cashier's Office, 1107 Ninth St., Suite 500, Sacramento, CA 95814 ($4.00 per copy pre-paid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Average Daily Attendance; Budgets; *Community Colleges; *Educational Finance; *Enrollment; *Expenditures; *Income; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

This report (11th in a series) provides selected 1985-86 enrollment and financial data for the California community college districts. Parts I and II present headcount enrollment data for fall 1985 by district, and average daily attendance (ADA) figures for credit, non-credit, and apprenticeship programs for fiscal year (FY) 1985-86. Part III offers summaries of first recalculation and second principal apportionments and credit base revenue per ADA. General fund transactions for FY 1985-86 are presented in part IV, along with budgeted general fund transactions for FY 1986-87. Part V presents summaries of general fund revenues for FY 1985-86, and budgeted revenues for FY 1986-87, while part VI presents statewide general fund expenditures by objects and aggregated activities for 1985-86 and the budgeted statewide general fund expenditures for 1986-87. Summaries of current and budgeted current expense of education are presented in part VII, while part VIII examines general fund expenditures by instructional and support activities. Part IX focuses on additional financial transactions, including those related to governmental, propietary, and fiduciary funds. A summary of report highlights, footnotes, and a glossary are included. There are two addenda. The first consists of graphs depicting trends of students, revenues, and expenditures. The second provides comparative rankings of districts by student workload, enrollment, salary costs, etc. (EJV)

ED 283 621 PS 016 710

Desfosses, Errol; Bouchard, Camil
Using Coercive Behaviors with Children: Stressors, Conflictual Relationships and Lack of Support in the Life of Mothers.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Authoritarianism; Children; *Family Environment; *Mothers; *Parent Child Relationship; Social Support Groups; Stress Variables; Values
IDENTIFIERS- *Control (Social Behavior)

This study was aimed at measuring the relative contribution of life events (potential stressors) and social support to the use of coercive control behaviors by mothers. Social support was measured both in terms of mothers' embeddedness in their social environment and of their preceived lack of support. Conflictual relationships were also identified. Mothers were asked to evaluate the degree of aversion or gratification found in each of the life events they had encountered the previous year; they also gauged the amount of energy invested in coping with those events. Coercion control behavior scores were obtained by asking the mothers to report the relative frequency of use of coercive and inductive strategies when dealing with their children in situations similar to those depicted in eight vignettes. Educational level, number of hours worked outside the home, size of the social support environment, and harmonious social ties correlate negatively with mothers' reported uses of coercive control strategies with their children. Number of negative life events, amount of energy invested in them, perceived degree of conflict with others, and perceived lack of support correlate positively. The association between lack of support and coercive scores is stronger under high conditions of stress. Amount of schooling, perceived lack of support, negative events, and perceived conflicts are the best predictors of mothers' use of coercive behaviors in attempts to control their children's behaviors. (Author/BG)

ED 283 634 RC 016 219

Kamasaki, Charles
Action Needed To Educate Hispanics, Employers about Implications of New Immigration Legislation.
National Council of La Raza, Washington, D.C.
PUB DATE- 20 Oct 86
NOTE- 8p.; For related documents, see RC 016 218-220 and RC 016 222.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Agricultural Laborers; *Civil Rights; *Compliance (Legal); *Employers; Equal Opportunities (Jobs); Equal Protection; *Federal Legislation; *Foreign Workers; Hispanic Americans; Information Dissemination; Latin Americans; Personnel Policy; Political Attitudes; Sanctions; *Undocumented Immigrants
IDENTIFIERS- Immigration Law; *Immigration Reform and Control Act 1986

Designed to inform key members of La Raza about practical implications of the Immigration Reform and Control Act of 1986, this bulletin outlines immediate action that should be taken to educate the Hispanic community and employers about the legislation. Brief summaries are provided for four critical provisions of the legislation: (1) a legalization program that permits certain individuals to become permanent resident aliens; (2) farmworker provisions; (3) a requirement that non-citizen applicants for federal benefit programs be screened to insure legal entitlement; and (4) employer sanctions that make it illegal for employers to knowingly hire undocumented persons. The following section sets out actions that should be taken and actions that should be avoided by employers as well as individual Hispanics. Employers are cautioned against firing any current employees regardless of their immigration status or discriminating against individuals on the basis of national origin. Undocumented immigrants are cautioned against going to the Immigration and Naturalization Service to apply for legalization or paying anyone who purports to be able to help with applications for legalization. A press release is attached containing the views of Raul Yzaguirre, president of the National Council of La Raza, on the new immigration legislation. (JHZ)

ED 283 649 RC 016 248

Johanson, Karl M., Ed.
Common Practices in Adventure Programming.
Association for Experiential Education, Boulder, CO.
PUB DATE- Mar 84
NOTE- 197p.
AVAILABLE FROM- Association for Experiential Education, CU Box 249, Boulder, CO 80309 ($20.00 members, $25.00 non-members plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accident Prevention; Administrator Guides; *Adventure Education; Aquatic Sports; Conservation Education; Data Collection; *Educational Practices; *Experiential Learning; Leadership Responsibility; *Outdoor Activities; Outdoor Education; Personnel Needs; Program Administration; *Program Design; Program Development; Questionnaires; *Records (Forms); Safety Education; Safety Equipment; Students; Teacher Qualifications
IDENTIFIERS- Emergencies; *Program Objectives; Staffing Ratio

The goals of this manual are to raise the level of safety, environmental awareness, and quality in outdoor adventure education, and to encourage the development of skilled, knowledgeable outdoor leaders through the compilation and dissemination of common practices and information. Other goals are to provide information for programs to use as a foundation for voluntary peer review and to establish a communication basis with both land use agencies and organizations which are sources of potential students. Guidelines are included for the administration of outdoor programs; the selection, training, supervision, and assessment of both staff and participants; the activities to be offered; and the choice of the site and equipment. Basic instructor qualifications are given, as well as emergency practices, accident/incident data collection and reporting, and safety review policies. Twenty-two land, 1 aerial (hang gliding), and 10 aquatic activities are listed and information is included on conservation, safety instructor/participant ratios, and leadership qualifications needed. Extensive appendices contain: 35 source documents; a list of contributing readers; recommendations, sample registration, and waiver and release forms; program information sheets; medical forms; interview guidelines; logbooks; safety codes and regulations; and accident reporting forms. A program directory form is given at the end for organizations wishing to participate. (JMM)

ED 283 663 RC 016 301

Parsons, Tom
The Center for Community Development Annual Report, FY 1985-86. Volume II, Addendum 7.
California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE- 86
NOTE- 46p.; For the 1984-85 report, see ED 275 486. Pages 23-33 (reprints of news articles) may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indian Languages; *American Indian Literature; Bilingual Education Programs; Community Development; *Community Services; *Cultural Activities; Economic Development; Elementary Secondary Education; Higher Education; Program Descriptions; *Program Effectiveness; *School Community Relationship; Tribes
IDENTIFIERS- California (Humboldt County); *Humboldt State University CA; Hupa (Tribe); Karok (Tribe); Tolowa (Tribe); Yurok (Tribe)

This report summarizes the Humboldt State University (California) Center for Community Development's activities for fiscal year 1985-86. A chronological compilation of 33 selected projects that have yielded durable or permanent functional and organizational consequences is provided, giving the year of initiation (between 1967 and 1985), the name of the project, and the resulting contributions to the community in question. Perhaps the center's best known project is the American Indian Languages and Literature Program which first adapted an internationally acknowledged, easy-to-learn, uniphonetic alphabet to write Indian languages precisely, and then schooled fluent local speakers in its use and dissemination. A state budget is included totaling $263,791 with an additional $102,533 in government funds. Following this is a list of Citizen's Action Projects with names of principal operatives, credit and non-credit courses and other educational meetings, 33 titles published by the Center, a list of grant seeking efforts, copies of articles, letters of commendation and certificates honoring the center and its activities, and a list of radio and television interviews. Appended is a section on the activities of the center's director during the reporting period, and an annotated bibliography of publications of the Bilingual Emphasis Program on Indian Language and Culture (31 titles). (JMM)

ED 283 738 SO 017 920

Global History. A Curriculum Guide. Third Semester. Theme VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies. Teacher Strategies. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 82
NOTE- 92p.; For related student worksheets, see SO 017 921; for other global history materials, see SO 017 913-923.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 (New York City Public Schools, $2.50; others, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonialism; Course Content; *Curriculum Guides; *Global Approach; *History Instruction; *Imperialism; Instructional Materials; Learning Activities; Political Influences; Resource Materials; Secondary Education; Secondary School Curriculum; Teaching Methods; World History

Designed to assist teachers and supervisors in the implementation of the global history course, this bulletin presents learning activities which include the rationale, performance objectives, and teaching strategies related to Theme VI entitled, "Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies." This theme has seven subthemes: (1) Imperialism Is Dominance of One People or Country over Another; (2) Britain Gained Control of India by Divide-and-Conquer Tactics; (3) Imperialism in China Took Several Forms, among Which the Policy of Spheres of Influence Was the Most Widespread; (4) Lack of Political Cohesion Opened Africa to Imperialism; (5) Japan Modernized and Became an Imperial Power; (6) English Conquest and Control of Ireland Had Much in Common with the "New" Imperialism; and (7) Imperialism Had Negative and Positive Effects on the Colonizer and the Colonized. Included is a suggested calendar of lessons as a guide for teaching global history on a daily basis. (KWL)

Dodds, Tony, Ed.; And Others
Refugee Education: The Case for International Action.
International Extension Coll., Cambridge (England).; World Univ. Services, London (England).
PUB DATE- 86
NOTE- 51p.; Report of an International Workshop on Refugee Education (Dartington, Devin, England, March 29-April 1, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Curriculum Development; Developing Nations; *Educational Needs; Educational Objectives; Educational Policy; Elementary Secondary Education; Futures (of Society); *International Cooperation; International Programs; Postsecondary Education; *Refugees; *Social Services; Teacher Education; *Technical Assistance; Vocational Education

A report on refugee education is based on discussions and papers presented at an international workshop convened in England in March-April 1985 and attended by representatives of refugees, governments of countries of major refugee influx, and donor agencies. The first chapter examines the priority for refugee education, including the international quality of the responsibility for refugees, refugees' view, and the realities of providing education for refugee groups. The second chapter draws up a list of educational needs and discusses how they can be met, looking separately at primary education and primary teacher training, secondary education, higher education, vocational education, nonformal education, and trainer training. Chapter three proposes a typology of refugee situations for policymaking and looks at issues in planning curriculum for groups in different circumstances. The final chapter examines persistent obstacles to effective refugee education programs and potential strategies for improving international assistance. Abstracts of 16 case studies of refugee education for various ethnic groups in varying situations are appended. (MSE)

Ratliffe, Sharon A.; Hudson, David D.

A Description of a Student-Staffed, Competency-Based Laboratory for the Assessment of Interpersonal Communication Skills.

PUB DATE- 87
NOTE- 21p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Competency Based Education; Educational Objectives; Higher Education; *Interpersonal Communication; *Peer Evaluation; Skill Development; *Speech Communication; Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum; *Golden West College CA

A competency-based skill development and assessment procedure is used in an interpersonal communication course (SpCom 100) at Golden West College in California. SpCom 100, which offers 18 to 24 sections each semester, includes eight units: the interpersonal process, conversation, self-concept and disclosure, perception, verbal language, nonverbal communication and emotions, listening and feedback, and assertion and conflict management. Students learn and practice seven developmental skills: initiating and managing a conversation, clarifying perceptions, using descriptive language, expressing emotions, using active listening, responding with relational feedback, and using assertive messages. Assessments of student skills are conducted by trained students. Seven ways that the reliability of the assessment process is ensured are identified. It is proposed that the interpersonal climate among students and staff will be functional to the degree that the following factors are maintained: a shared goal that transcends daily procedures, open and unrestricted communication channels, the self-esteem of every person is enhanced, and course directors believe that climate is a key factor. Advantages of involving students as assessors in the interpersonal communication lab are discussed. (SW)

ED 283 495 HE 020 522

Burke, Janet P.; And Others
Progress Reports: A Program for Improving Freshman Retention.
PUB DATE- Feb 86
NOTE- 14p.; Paper presented at the National Conference on the Freshman Year Experience (February 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1
Speeches, Conference Papers, "Papers Presented at..." (150) Tes
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *College Freshmen; *Feedback;
Grades (Scholastic); Higher Education; *High Risk Students;
Identification; Intervention; Program Evaluation; *School Holdi
Power; Student Attitudes; *Student Evaluation; Teacher Attitude
IDENTIFIERS- *University of Lowell MA

The "Progress Reports" program, which is designed to improve freshmen retention rates at the University of Lowell, is discusse
Attention is directed to program objectives, rating system, progr
evaluation, student and faculty attitudes about the program, and
student grades and retention rates. The program is designed to: (
encourage faculty to identify freshmen who are performing poorly
their courses of study by the fifth week of classes; (2) notify
these students that in the opinion of their instructor they are n
doing satisfactory work and may fail the course; and (3) advise t
student to confer with the instructor and, if necessary, with oth
appropriate university support personnel. If the student decides
improving performance is not possible, he or she has the option o
withdrawing from the course early enough so that no negative consequences result, and the reduced course load may help the student perform well in other courses. The program was evaluated from the perspectives of student and faculty and based on freshme
grades and retention rates. Evaluation results are reported, and student and faculty evaluation forms are provided. (SW)

ED 283 508 IR 012 712

Institute for Computer Sciences and Technology. Annual Report FY 1986.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

PUB DATE- 86
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Annual Reports; *Computer Networks; *Computer Software *Computer Storage Devices; *Information Systems; Man Machine Systems; Public Agencies; Publications; *Standards; *Technical Assistance
IDENTIFIERS- Automated Speech Recognition; *Computer Security

Activities of the Institute for Computer Sciences and Technology (ICST) within the U.S. Department of Commerce during fiscal year 1986 are described in this annual report, which summarizes research and publications by ICST in the following areas: (1) standards and guidelines for computer security, including encryption and message authentication device test systems; (2) software standards, testing of these standards, and standards for information interchange between software programs; (3) software acceptance testing, selection, evaluation, and maintenance; (4) standardization of data elements for geographical locations; (5) standards and technical assistance for information interchange among automated office systems; (6) methods for measuring performance of parallel processing systems, their architectures, and their support environments; (7) implementation of Open Systems Interconnection (OSI) networking standards in off-the-shelf products; (8) development of OSINET, an experimental computer network for OSI standards; (9) evaluation and improvement of the operation of the International Organization for Standardization (IOS) transport protocol for use over satellite channels; (10) standards for data communication and computer interfaces; (11) test methods for computer storage media; and (12) automated speech recognition. The appendix includes lists of ICST conferences, workshops, and publications. (MES)

ED 283 724 SE 048 259

Shotel, Jay R.
Innovations in Math/Science Teacher Education: A New Population; A Revised Training Agenda.
PUB DATE- Feb 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Higher Education; Midlife Transitions; *Nontraditional Students; *Preservice Teacher Education; Science Education; *Science Instruction; Teacher Background; *Teacher Characteristics; *Teacher Education Programs; *Teacher Supply and Demand

A special program was initiated in 1985 at George Washington University to encourage persons from other careers to pursue a second career in teaching in the Washington D.C. area. This report describes the variables that had to be and are continuing to be considered in the design of this training effort for mid-career professionals. Factors considered include: (1) difference in the culture of the school and the environment of the first career; (2) developmental process of learning; (3) the educated consumer and teacher education; (4) the attributes and experiences of the career population; (5) match between the mid-career professional and the level and age of the student population; (6) certification is critical, the degree is not; and (7) part-time student/full-time professional. Perspectives are also offered on reform practices for teacher education. (ML)

ED 283 363 FL 016 698

Giauque, Gerald
A Practical Index of Exact Cognates in French and English.
PUB DATE- 86
NOTE- 97p.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; *English; *French; Glossaries; Grammar; Morphology (Languages); Plurals; Spelling
IDENTIFIERS- *Cognates; *Gender (Language)

Approximately 5,000 cognate words spelled exactly alike in French and English are listed alphabetically. Gender notations and accents are provided, and an introductory section explains grammatical considerations of gender and plurality. (MSE)

ED 283 379 FL 016 768

Garcia, Gilbert Narro

English and the Native Language in the Bilingual Education Classroom: Giving Body to the Oldest Wobble.

PUB DATE- Apr 87

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Education; *Classroom Communication; Data Interpretation; Difficulty Level; Educational Strategies; Elementary Secondary Education; *English (Second Language); *Instructional Effectiveness; *Language of Instruction; Language Role; Language Usage; Limited English Speaking; Longitudinal Studies; *Research Utilization; Second Language Instruction; Teaching Methods

IDENTIFIERS- *Simplification (Language)

Three major studies on English and native language use in the classrooms of limited-English-proficient (LEP) students are reviewed for the insights they provide on effective teaching practices and special services for this population. The bilingual education profession misunderstands and misuses what the literature says about instruction for LEP students, especially where it concerns English and native language use. Specific areas in which research data are misinterpreted are noted, including overly prescriptive policies for the exclusive use of English in the classroom, the heterogeneity of LEP students, the use of native-language resources, rigid language-use regulations, the potential for coexistence of English and the native language, and the use of simplification. (MSE)

ED 283 424 HE 020 397

Information Digest, University System of Georgia, 1986-1987. Third Edition .

University System of Georgia, Atlanta.

PUB DATE- Mar 87
NOTE- 99p.
AVAILABLE FROM- Board of Regents, University System of Georiga, 244 Washington St. N.W., Atlanta, GA 30334.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *College Faculty; *College Students; Degrees (Academic); *Educational Facilities; *Educational Finance; Enrollment Trends; Expenditures; Higher Education; Income; Research; *State Universities; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *University of Georgia

Data concerning the University System of Georgia are presented for 1986-1987, with attention to students, college programs and degrees, faculty and staff, finance, facilities, and research and service activities. Data includes: headcount and full-time equivalent enrollment, enrollment by class and declared major, admission standards, geographic origin of first-time freshmen, student financial aid by institution, credit hours generated by division, degrees conferred by discipline and level, degrees conferred by institution, library additions and holdings, full-time faculty by rank, tenure status of full-time faculty, highest degree held by full-time faculty, revenues and expenditures for current operations and plant, educational and general revenues and expenditures, student fees, typical cost to attend a university system institution, facilities and capital outlay appropriations, buildings and land holdings, inventory of area by classification, student housing capacity and number housed at residential institutions, research and public service activities, continuing education unit activities by institution, contracts and grants received by universities and senior colleges. (SW)

ED 283 438 HE 020 412

Vincent, Vern C.

Impact of a College Learning Assistance Center on the Achievement an
Retention of Disadvantaged Students.

PUB DATE- 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *College Students; Disadvantaged *Grade Point Average; Higher Education; *High Risk Students; Hispanic Americans; Outcomes of Education; Program Evaluation; *Remedial Programs; *Tutoring

The impact of a Learning Assistance Center (LAC) program on the achievement and retention of disadvantaged students at a predominately Hispanic institution was evaluated over a two-year period. Tutoring was limited to freshmen and sophomores in the general subject areas of English, mathematics, biology, chemistry, and social studies. Trends for four semesters were compared for LAC and non-LAC students for 10 background variables. Students from the two groups were matched to examine overall and semester grade point average (GPA) as well as grade distribution percentages between non-LAC and LAC students. The retention rate for LAC students was 15.6% higher than for similar non-LAC students. It was also found that semester and cumulative GPAs of LAC students as compared to non-LAC "similar" students were essentially the same; and LAC students had a higher GPA in LAC tutored courses than non-LAC students for the same courses. Since LAC students performed better in their tutored courses and yet had the same GPAs as their similar counterparts, the results suggest that LAC students did not perform as well as their counterparts in nontutored services. This conclusion also implies that LAC tutoring assistance may not be transferable to other courses. (SW)

ED 283 550 JC 870 289

Lin, Kathleen
Hazards of Immobility: Bedsores. Adult Residential Care Home, Lesson Plan No. 5.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Allied Health Personnel; Community Colleges; Instructional Materials; Lesson Plans; Nurses Aides; Nursing Homes; *Personal Care Homes; Teacher Developed Materials; Teaching Guides; Technical Education; Two Year Colleges
IDENTIFIERS- *Bedsores

Developed as part of a 104-hour course on adult residential care homes (ARCHs), this 50-minute lesson is designed to enable a student to: (1) define a bedsore; (2) list and describe three major causes of bedsores; (3) identify potential bedsore sites in the back-lying, side-lying, and sitting positions; and (4) calculate the risk for developing bedsores given a risk chart and a specific problem. The lesson plan begins with information on the course for which the lesson was designed; equipmenet and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids necessary for each step of the lesson. Transparency masters are included. (PAA)

ED 283 579　　JC 870 321

Kalfus, Richard
An Adult Education Foreign Language Program in the Community College: An Innovative Approach.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Students; Community Colleges; *Credit Courses; Educational Innovation; Evening Programs; *Noncredit Courses; Program Descriptions; Scheduling; *Second Language Programs; Two Year Colleges
IDENTIFIERS- *Saint Louis Community College at Meramec MO

For many years, St. Louis Community College at Meramec has offered two distinct sets of foreign language courses: day and evening credit courses on elementary and intermediate levels and noncredit, adult evening classes on elementary I and II levels. The 10-week adult courses were usually taught by part-time instructors, although full-time faculty could teach an adult language class as an overload. In 1981, a reorganization process was initiated so that all full-time faculty could teach the classes, should day enrollment be insufficient to make up a full teaching load. A four-semester sequence of conversation-oriented German courses was established, offering both a credit and a noncredit option. Maximum enrollment was set at 30 students, with an adjustable space allotment of 20 for credit students and 10 for noncredit students. Successful enrollment in German gave the Foreign Language Department the confidence to expand the program to Spanish and French in fall 1983. Benefits of the program included the following: (1) adults can participate in a 2-year program without the fear that, once started, they will be unable to continue in the second year due to lack of enrollment; (2) students have unusually high motivation levels and special appreciation for the instructor's teaching skills and language ability; and (3) instructors are encouraged to respond to a great diversity in student backgrounds and objectives with flexibility, creativity, and enthusiasm. (EJV)

Downie, Pearl; And Others
Child Care Needs of Parents and Families. Report of the Task Force on Child Care: Series 5.
Canada Dept. of Supply and Services, Ottawa (Ontario).; Status of Women Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-14407-4; SW43-1/5-1985E
PUB DATE- Dec 85
NOTE- 122p.; For other reports in this series, see PS 016 405-410.
AVAILABLE FROM- Status of Women Canada, Communications Unit, 151 Sparks St., Suite 1005, Ottawa, Ontario, Canada K1A 1C3.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Costs; *Day Care; Early Childhood Education; Employment; *Family Characteristics; Foreign Countries; *Immigrants; National Surveys; *Parent Attitudes; Socioeconomic Status
IDENTIFIERS- *Canada; *Child Care Needs

Part of an effort to provide detailed analyses of issues of special relevance to child care and parental leave policies and the effects of these issues on the changing Canadian family, the two research studies in this volume focus on child care needs of parents and families. Paper 1 describes the child care needs of immigrants and suggests ways of addressing those needs. Involving 336 families drawn from urban and rural sites spanning 8 provinces, paper 2 reports findings of case studies attempting to (1) identify the nature of individual families' child care needs, including the purposes for which child care is used and the extent to which care is needed; (2) examine the nature of child care arrangements now in use for infants, preschoolers, and young school-aged children; (3) identify some of the major factors affecting parents' choice or use of alternative arrangements that may be available to them; and (4) explore parents' preferences and beliefs about what services, practices, and forms of assistance would best meet their own needs and support their children's development. (RH)

Love, John M.; Grover, Jane

Study of Head Start Recruitment and Enrollment: Final Report.

RMC Research Corp., Hampton, N.H.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Feb 87
NOTE- 440p.
CONTRACT- DHHS-105-85-1603
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance; Case Studies; *Community; Compensatory Education; *Delivery Systems; Dropouts; *Enrollment; National Surveys; *Needs Assessment; *Program Effectiveness; Questionnaires; *Recruitment; Referral; Research Design; Rural Urban Differences
IDENTIFIERS- *Project Head Start

Data were collected to determine how Project Head Start can ensure that (1) local programs will provide services to the maximum number of children and families possible; (2) the children and families served will be those who most need the program; and (3) those needing and receiving services will most benefit from the program. Information was obtained through in-depth case studies conducted at nine selected sites and a telephone survey conducted with a nationally representative, stratified random sample of 74 programs. After an executive summary, this report describes the purpose and background of the study and study methods, and reports the findings from the telephone survey and the in-depth study. Four appendices provide the telephone survey questions and response distributions, the case study reports of the in-depth study (bound separately), a synopsis of instruments used, and a report on research design. The case studies represent seven of the Head Start administrative regions and include both urban and rural settings. Each case study report describes the program and the community or communities in which the program operates. Among other information, details are given of recruitment efforts and the process for selecting families and children for program participation. Each case study concludes with observations from the perspective of the study staff. (RH)

ED 283 679 SE 048 214

Marzola, Eileen S.
An Arithmetic Verbal Problem Solving Model for Learning Disabled Students.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; Elementary Education; *Elementary School Mathematics; Instructional Design; Instructional Effectiveness; Instructional Materials; *Learning Disabilities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Problem Solving; Teaching Methods; *Word Problems (Mathematics)
IDENTIFIERS- *Special Needs Students

An emerging focus of elementary and secondary mathematics instruction is on problem solving. This study examined an instructional approach for teaching children with learning disabilities how to solve arithmetic word problems. The study was conducted with 60 fifth and sixth grade students who had previously been identified as learning disabled. The experimental group was taught using an instructional design which involved the teaching of problem solving steps and the use of "prompts" to help students think through the problem. Both the experimental group and the control were permitted the use of calculators. Results indicated that students in the experimental group outperformed the control group. Implications of the study are discussed, stressing that learning disabled students who have exhibited very poor arithmetic word problem solving skills can be taught to be proficient problem solvers. An example of a prompt outline card used with the experimental group is included. (TW)

ED 283 694 SE 048 229

Wiebe, Arthur, Ed.; And Others

Hardhatting in a Geo-World. 3-4 Book B.

AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 86
NOTE- 102p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 223-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; *Geometric Concepts; Grade 3; Grade 4; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Measurement; Process Education; Science Education; *Science Instruction; Skill Development

IDENTIFIERS- *Science Process Skills

Designed to emphasize mathematics skills and science processes, this booklet contains activities which provide students of grades three and four with opportunities to explore and discover aspects related to geometry, structure, and measurement. Hands-on activities are presented on skyscrapers, bridges, bubble planes, and model structures. Eighteen mathematics skills and seven science processes are listed and indexed for the six activities on structures, nine activities on measurement, and the ten activities focusing on geometric concepts. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 709　　　　　　　　　　　　　　SE 048 244

Wiebe, Arthur, Ed.; Hillen, Judith A., Ed.
AIMS Newsletter. Volume 1. Numbers 1-10, August-May, 1986-87.
AIMS Education Foundation, Fresno, CA.
PUB DATE- 87
NOTE- 338p.
AVAILABLE FROM- AIMS Education Foundation, P. O. Box 7766, Fresno, CA 93747 (Subscription $22.50 per year).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Computer Software Reviews; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Mathematics Education; *Mathematics Instruction; Newsletters; Problem Solving; Science Activities; Science Education; *Science Instruction; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- *Project AIMS

Project AIMS (Activities that Integrate Mathematics and Science) produces a variety of curriculum materials that deal with the integration of learning experiences, problem solving activities, and the use of cooperative learning. This document is a compilation of the AIMS newsletters published during the 1986-87 academic year. Each of the ten issues contains: (1) three new, previously unpublished and reproducible activities (one each for the K-2, 3-5, and 6-9 grade level ranges); (2) two 8.5 x 11 inch blackline masters featuring one of the new science posters and one of the new problem solving mathematics posters; (3) a feature article about a school, school district, or state that is implementing the AIMS program in a systematic manner, describing the specifics of those efforts that may be helpful to others; (4) a feature article about one member of the AIMS National Leadership Network; (5) information about the release of new publications and new programs; (6) a special section devoted to Project SETUP (Software Evaluation and Teaching Utilities Program) software and book reviews; and (7) a reader's corner, which features teachers comments and suggestions for the use of particular investigations, as well as teacher-developed adaptations for special student groups. (TW)

ED 283 753 SO 018 200

Economic Impact of Arts and Cultural Institutions. Case Studies in Columbus, Minneapolis/St. Paul, St. Louis, Salt Lake City, San Antonio, Springfield. Report #15.

National Endowment for the Arts, Washington, DC. Research Div.

REPORT NO.- ISBN-0-89062-106-3
PUB DATE- Jan 81
NOTE- 104p.
AVAILABLE FROM- Publishing Center for Cultural Resources, 625 Broadway, New York City, NY 10012 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Activities; *Arts Centers; *Audiences; Case Studies; Cultural Activities; *Cultural Centers; Cultural Context; Cultural Opportunities; *Demography; Economic Factors; *Economic Research; Economics; Fine Arts; Government Role; Higher Education; Institutional Characteristics; Museums; *Socioeconomic Influences; Theater Arts
IDENTIFIERS- *Standard Metropolitan Statistical Areas

This report examines the economic impact of cultural institutions on their communities in Columbus (Ohio), Minneapolis/ St. Paul (Minnesota), St. Louis (Missouri), Salt Lake City (Utah), San Antonio (Texas), and Springfield (Illinois). For each city, tables are included which list data in the following categories: (1) audience per capita spending; (2) direct economic effects of examined institutions; (3) government revenues as a percentage of examined institutions' operating budgets; (4) secondary economic effects of examined institutions; and (5) estimated revenues and costs to local government related to examined institutions by city. The report also contains detailed information on Standard Metropolitan Statistical Area (SMSA) demographics including: (1) SMSA selected businesses related to arts and culture; (2) SMSA estimated audiences and spending by examined institutions; (3) SMSA audiences of examined institutions by residence and spending; (4) SMSA nonlocal audiences by examined institutions; (5) SMSA estimated institutions by sources of government support; and (6) SMSA estimated revenues and costs to local government related to examined institutions. (BZ)

ED 283 364 FL 016 716

Second Language Learning by Young Children.
California Child Development Programs Advisory Committee, Sacramento.
PUB DATE- Oct 85
NOTE- 110p.; Papers presented at a Conference on Early Childhood First and Second Language Acquisition (Fresno, CA, April 20-21, 1985). For individual papers, see FL 016 717-721.
AVAILABLE FROM- Child Development Programs Advisory Committee, 915 Capitol Mall, Room 250, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Age Differences; *Bilingual Education; Bilingualism; Cognitive Development; Curriculum Development; *Immersion Programs; Intensive Language Courses; Limited English Speaking; *Native Language Instruction; *Preschool Education; Public Policy; *Second Language Learning; Spanish; *Young Children

Six papers presented at a conference on early childhood first and second language acquisition sponsored by the California state legislature's Child Development Programs Advisory Committee include: "Bilingual Development and the Education of Bilingual Children During Early Childhood" (Eugene E. Garcia); "An English-Only Preschool Program" (William Lambert); "A Brief Case for Bilingual Preschools" (David P. Dolson); "Second-Language Learning in Early Childhood: Some Thoughts for Practitioners" (Barry McLaughlin); "The Intellectual Power of Bilingualism" (Rafael M. Diaz); and "A Spanish-Language Preschool Program" (James Campos). Recommendations for policy, program, and curriculum development based on current research findings are included. A bibliography and a list of advisory committee members are appended. (MSE)

ED 283 453 HE 020 432

Schietinger, E. F.
Degrees Awarded in the Nation and the SREB States.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 86
NOTE- 20p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, GA 30318-5790 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Comparative Analysis; *Degrees (Academic); Doctoral Degrees; *Females; Geographic Regions; *Graduate Study; Higher Education; *Majors (Students); Masters Degrees; National Surveys; Professional Education; Trend Analysis; *Undergraduate Study
IDENTIFIERS- United States; *United States (South)

Trends in degrees awarded nationwide and in the South are reported with attention to degrees awarded by level, field, and sex, as well as a comparison for the nation and the South. In addition to narrative explanations, data are provided on: degrees awarded from 1969-1970 to 1982-1983 at the doctoral, master's, bachelor's, and first-professional levels; degrees awarded by state, 1982-1983, and percent change 1978-1979 to 1982-1983; degrees awarded at each level by field using both the Higher Educational General Information System classification and the Classification of Instructional Program classification; degrees awarded by level for each state in the Southern Regional Education Board (SREB); and the percent of degrees (by level and field) awarded to females for SREB states, 1978-1979 and 1982-1983. Findings include the following: fields in which increases occurred at all levels over a four-year period were computer and information sciences, communications, engineering, business and management, and the health professions; fields in which declines were registered at all levels were library and archival sciences, multi/interdisciplinary studies, public affairs, education, foreign languages, and social sciences. (SW)

ED 283 467 HE 020 454

Stout, Chris E.
What Have We Learned about Graduate Curriculum Improvement by Student Evaluation? A Comparison of Training Models.
PUB DATE- Oct 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clinical Experience; Community Health Services; Comparative Analysis; *Doctoral Degrees; *Graduate Students; Higher Education; *Internship Programs; *Personnel Selection; Psychiatric Hospitals; Psychological Services; Psychologists; *Psychology; Trainees

Factors affecting the process of Doctor of Psychology (Psy.D.) candidates' selection of an internship site were investigated, along with perceived factors affecting selection by an internship site. The way that such Psy.D. candidates compare in training and ability to the more traditional Doctor of Philosophy (Ph.D.) candidates in similar settings was also studied. Interns were fourth-year clinical Psy.D. candidates from a free-standing professional school. The study was conducted over 4 years (1982-1985). A total of 67 questionnaire responses were obtained over the four-year period. The results indicate that the Psy.D. interns were more appropriately trained to the duties required of a clinical internship than most of their Ph.D. peers at the same site. The Psy.D. candidates demonstrated clinical ability and therapeutic competence. Data are provided on: the number of internship sites within and outside the state of the professional school; the number of placements at nine internships settings; the average hours per week that interns spent in providing psychotherapy and seven other professional functions; ranking of factors that may have influenced position offers; and rankings of pre-internship selection factors. (SW)

ED 283 522 IR 051 994

OMS Annual Report, 1986.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 86
NOTE- 50p.; For the 1985 annual report, see ED 270 127.
AVAILABLE FROM- OMS Annual Report, Office of Management Studies/Association of Research Libraries, 1527 New Hampshire Av NW, Washington, DC 20036 (free while the supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTORS- *Academic Libraries; Annual Reports; *Information Dissemination; Information Processing; Inservice Education; Libr Acquisition; *Library Administration; *Library Associations; Library Collections; Library Services; *Management Development; Program Implementation; *Research Libraries; Staff Development
IDENTIFIERS- *Association of Research Libraries

This report describes the following 1986 Office of Management Studies (OMS) programs and services: (1) the Academic Library Program, which includes the Management Review and Analysis Program the Public Services Study, the Planning Program for Small Academic Libraries, the Collection Analysis Project, the Leadership Development Program, the Preservation Planning Program, the Academic Library Development Program, and the Organizational Screening Program; (2) Applied Research and Development, which provided such services for members of the Association of Research Libraries (ARL) as the Collaborative Research/Writing Program, Preservation Planning Studies, the Institute on Research Libraries for Library School Faculty, the North American Collections Inventory Project, and the Canadian Collection Inventories Plan; (3) the Systems and Procedures Exchange Center (SPEC), including SPEC kits, SPEC surveys, the Automation Inventory of Research Libraries, and the Automation Expenditures Report; (4) the Trainin and Staff Development Program, which provided various management skills institutes and special focus workshops; and (5) the Consultant Training Program. Also included are highlights of OMS activities in 1986; OMS priorities for 1987; brief biographies of OMS staff members; a listing of Academic Library Program participants from 1973 to 1986; a list of articles and presentations by OMS staff; a list of OMS publications; an OMS publications price list/order form; a schedule of services and prices for 1986-87; and a brief financial statement. (KM)

ED 283 536 JC 870 180

Strengthening the Humanities: Kirkwood Community College.
Kirkwood Community Coll., Cedar Rapids, Iowa.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; *Core Curriculum; *Curriculum Development; Degree Requirements; General Education; *Humanities; *Humanities Instruction; Program Descriptions; Required Courses; Two Year Colleges
IDENTIFIERS- *Kirkwood Community College IA

In the late 1970s, it became clear to a group of Kirkwood Community College (KCC) faculty and administrators that fewer and fewer students were taking humanities courses, that students' selection of courses was usually imbalanced, and that most had little idea of what the term "humanities" embraced. With a grant from the National Endowment for the Humanities (NEH), the group developed an integrated humanities program to replace the previous assortment of disconnected humanities courses. The most important product of their effort was a significantly strengthened associate in arts (AA) degree program. The new program stiffened core requirements by increasing the number of general education credit hours required for graduation, by restructuring the core categories to ensure a better balance of exposure to humanities disciplines, and by decreasing the number of core courses to include only the most rigorous offerings. This description of KCC's humanities project includes: (1) a brief summary of the project; (2) a description of the project's planning phase, during which requirements were reviewed, a philosophical framework was developed, and interdisciplinary connections were discovered; (3) a description of the AA core curriculum, including lists of general and specific degree requirements and of core courses; (4) information on the interdisciplinary general education course, "Encounters in Humanities," which emphasizes the skill of critical inquiry; (5) a summary of the NEH grant proposal; and (6) a brochure on arts and sciences degree requirements. (EJV)

ED 283 565 JC 870 305

Whipple, Vicky
Career Education and Training for Teen Parents Program. Final Report.

Kishwaukee Coll., Malta, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 87
NOTE- 78p.; For related document, see JC 870 306.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Career Awareness; *Career Counseling; *Career Guidance; Career Planning; Community Colleges; *Early Parenthood; Family Life Education; Interest Inventories; Nontraditional Occupations; *Parent Education; Parents; Program Descriptions; Two Year Colleges; Vocational Education; Vocational Interests; Workshops

The Career Education and Training for Teen Parents Program was implemented at Kishwaukee College (Malta, Illinois) to provide educational and vocational services to teen parents (ages 14 to 21) and to establish a regional delivery system and community linkages that would integrate training, education, and support services for teen parents in the college's district. The major accomplishments of the project between October 1, 1986 and June 30, 1987 included the following: (1) a profile of teen parents was formulated; (2) gaps in services available from social service agencies were identified; and educational assistance, support groups, family counseling, transportation, crisis intervention, a mentoring system, and parent training classes were offered to fill those gaps; (3) of the 63 teen parents referred to the program, 43 became participants, and received career and educational assessment and counseling services; (4) 15 short workshops on such topics as career options, care of the sick infant, money management, infant nutrition, and sexuality and birth control were offered; (5) child care, transportation, and financial assistance for tuition and fees were provided for participants; (6) a vocational exploration curriculum was developed for teen parents; and (7) a referral system was developed so that community agencies provided major services to teen parents and the Kishwaukee program provided supplementary services. The project report includes information on major accomplishments and findings, problems, and program evaluation and impact. Appendices provide a profile of the teen parent, and copies of news releases and consultant evaluations. (EJV)

ED 283 622 PS 016 711

Bouchard, Camil

Schooling, Values, Objective Life Conditions and Social Support: Their Predictive Power in the Reported Use of Coercive Behaviors by Mothers of 6- to 8-Year Old Children.

SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).; Quebec Univ., Montreal.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Authoritarianism; Children; *Family Environment; Family Size; *Mothers; One Parent Family; *Parent Child Relationship; Values
IDENTIFIERS- *Control (Social Behavior)

This study was undertaken to identify the relative contribution of personal and environmental variables to the reported frequency of use of coercive control behaviors in a nonclinical sample of mothers. Seventy mothers of 6- to 8-year-old children participated; half were from single-parent families. Results of analysis of variance indicate that schooling level and number of children significantly affect the use of authoritarian maternal conduct. Multiple regression analysis reveals that values of conformity held by mothers, high levels of home density, low occupational status, and scarcity of social support resources (all included in Factor 3) account for 30% of the variance in coercion scores. Although educational level is associated with only 9% of the variance, it strongly influences the relationship between Factor 3 and use of coercive behaviors. This is true for mothers in both single- and two-parent families. Single mothers are more critical in the appraisal of their physical and social environments and report more potentially stressful life events. On the other hand, a social network is identified with help in the emotional and instrumental areas. (Author/BG)

ED 283 635 RC 016 220

Kamasaki, Charles; Briceno, Rose
Issue Update: An Overview of the Immigration Reform Act.
National Council of La Raza, Washington, D.C.
PUB DATE- 26 Nov 86
NOTE- 21p.; Attached material may not reproduce well due to small, broken print. For related documents, see RC 016 218-219 and RC 016 222.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Agency Role; Agricultural Laborers; *Civil Rights; Community Information Services; Compliance (Legal); Equal Opportunities (Jobs); *Federal Legislation; Foreign Nationals; *Foreign Workers; *Hispanic Americans; Information Needs; National Organizations; Political Issues; Sanctions; Seasonal Laborers; *Undocumented Immigrants
IDENTIFIERS- *Immigration Law; *Immigration Reform and Control Act 1986

An overview of the Immigration Reform and Control Act of 1986 summarizes legislative developments prior to passage of the bill, describes major elements of the legislation, discusses the activities of the National Council of La Raza in monitoring implementation of the law, and emphasizes the necessary role of the network of Hispanic community-based organizations. The report provides a legislative history from September 19, 1985 to final passage of the bill. A description of the bill summarizes employer sanctions, anti-discrimination provisions, legalization, H-2 and special seasonal agricultural workers, and the Systematic Alien Verification for Entitlements (SAVE) Program. A list of four objectives of the Hispanic community in implementing the immigration bill includes: minimizing discrimination, maximizing participation in the legalization program, preventing abuse/exploitation of native and foreign agricultural workers, and eliminating wrongful denial of benefits to eligible persons. A summary of National Council of La Raza activities includes preparation of press statements, convening task forces to work closely with federal agencies to draft regulations to implement provisions of the new law, coordinating information dissemination to the public, and identifying problem areas requiring remedial legislation or Congressional oversight. Suggestions for types of information needed from local groups are included. House and Senate voting records are attached. (LFL)

ED 283 650 RC 016 256

Lynch, Regina H.; And Others
A History of Navajo Clans. First Edition.
Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
REPORT NO.- ISBN-0-936008-27-X
PUB DATE- Apr 87
NOTE- 35p.; Document printed on blue paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; American Indian History; American Indian Literature; American Indians; Cultural Education; *Cultural Images; *Family History; Illustrations; *Kinship; Kinship Terminology; *Mythology; Navajo; Picture Books; Self Esteem
IDENTIFIERS- *Clans; *Navajo (Nation)

Pen and ink drawings illustrate characterizations of 29 Navajo clans in this book, which is intended to acquaint young Navajo people and others with Navajo history and culture. The introduction discusses the significance of the Navajo clan system and the relationship among family bonds, self-esteem, and cultural values. The illustrated text tells the story of how the first four clans originated and how subsequent divisions created 25 additional clans. The origin of each clan name is briefly explained. For example, the Many Goats clan was named because they relied largely on the maintenance of large herds of livestock, especially goats, for their food. All clan names are printed in Navajo as well as English and Navajo words are used frequently in the text, accompanied by English equivalents or definitions. A chart of the Navajo kinship system with kinship terminology is appended. (JHZ)

CARD Annual Report, Year Ending June 30, 1986.
Iowa State Univ. of Science and Technology, Ames. Center for Agricultural and Rural Development.
PUB DATE- 1 Jul 86
NOTE- 31p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Production; Computer Simulation; Conservation Education; Economic Development; Higher Education; International Programs; Mathematical Models; Natural Resources; Nutrition; *Policy Formation; Program Descriptions; *Program Implementation; Research and Development Centers; *Research Projects; *Rural Development; Rural Economics; Soil Conservation
IDENTIFIERS- *Center for Agricultural and Rural Development IA; Iowa State University

This report outlines the activities of the Center for Agricultural and Rural Development (CARD), Iowa State University, for the year ending June 30, 1986. Progress was made in expanding and enhancing the policy research program, which comprises four divisions. The natural resources and conservation program participated with the Soil Conservation Service of the United States Department of Agriculture in a study completed during 1985-86 which culminated six years of redesigning a natural resource modeling system for analyzing agricultural production patterns and soil erosion in the United States. The trade and agricultural policy division (with the Food and Agricultural Policy Research Institute) supplied analyses related to the 1985 Farm Bill to Congress, the Administration and other participants in the legislative process. The food and nutrition division analyzed demand systems estimated for Indonesia, to provide a basis for integrating food and agricultural policy. A similar project was undertaken for Zambia emphasizing Zambia's agricultural pricing and attendant foreign exchange implications. The rural and economic development division studied the implications of changes in agriculture on the economic activity of related industries. CARD supported 38 students in the graduate economics department at Iowa State University. Also included in the report are an operating budget, lists of contracts and grant projects, a list of publications (both internal and external), and information about the CARD's administrative structure and staff. (JMM)

Global History. A Curriculum Guide. Third Semester. Theme VI: Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies. Student Worksheets. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-0-88315-647-4
PUB DATE- 82
NOTE- 157p.; For related teacher strategies, see SO 017 920; for other global history materials, see SO 017 913-923.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 (New York City Public Schools, $2.50; others, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Colonialism; Course Content; *Curriculum Guides; *Global Approach; *History Instruction; *Imperialism; Instructional Materials; Learning Activities; Political Influences; Resource Materials; Secondary Education; Secondary School Curriculum; Teaching Methods; World History

The worksheets contained in this bulletin are designed for use in conjunction with the teaching strategies for Theme VI entitled, "Nineteenth Century Imperialism Affected the Imperial Powers and the Colonies." The worksheets correspond to specific teaching strategies with accompanying questions on the appropriate strategy page. Included are activities for the seven subthemes: (1) Imperialism Is Dominance of One People or Country over Another; (2) Britain Gained Control of India by Divide-and-Conquer Tactics; (3) Imperialism in China Took Several Forms, among Which the Policy of Spheres of Was the Most Influence Was the Most Widespread; (4) Lack of Political Cohesion Opened Africa to Imperialism; (5) Japan Modernized and Became an Imperial Power; (6) English Conquest and Control of Ireland Had Much in Common with the "New" Imperialism; and (7) Imperialism Had Negative and Positive Effects on the Colonizer and the Colonized. In order to sensitize students to the existence of a shared cultural legacy, the Global Cultural Bank activity is included. This may be used as the culminating exercise for each subtheme. (KWL)

ED 283 380 FL 016 769

The Peoples and Cultures of Cambodia, Laos, and Vietnam.
Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
PUB DATE- 81
NOTE- 85p.
AVAILABLE FROM- Refugee Services Center, Center for Applied Linguistics, 1118 22nd Street, NW., Washington, DC 20037-0037 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cambodians; Cultural Background; Cultural Context; *Cultural Differences; Developing Nations; Eating Habits; Educational Background; Employment Patterns; Ethnic Groups; Family Life; Foreign Countries; Immigrants; Interaction; *Interpersonal Communication; *Laotians; Nonverbal Communication; Refugees; Religion; *Sociocultural Patterns; Tone Languages; *Vietnamese People
IDENTIFIERS- Cambodia; Laos; *Southeast Asians; Vietnam

A handbook for those involved in Southeast Asian refugee assistanc discusses some of the values and customs that refugee groups from Cambodia, Laos, and Vietnam may have in common and looks at the different countries and peoples of the region. A section on the shared values and customs of Indochinese refugees focuses on aspects of family life, religion, eating habits, education, and employment patterns. Subsequent sections on the three individual countries examine their geography and climate, history, national symbols, demography, family life, language, customs, traditions, and beliefs. Within each country, individual ethnic groups and their characteristics are described. (MSE)

ED 283 394 FL 016 792

Stairs, Arlene
Evaluating the Role of First Language in Native Education: Developmental Results in a Canadian Inuit Setting.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Canada Natives; *Competence; Elementary Education; English (Second Language); *Eskimos; Evaluation Criteria; Evaluation Methods; Foreign Countries; Grade 3; Grade 4; Instructional Improvement; Language Acquisition; *Language Maintenance; Language Proficiency; *Language Role; Language Variation; *Native Language Instruction; Public Policy; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Inuktitut; *Quebec (North)

A study of language learning in Arctic Quebec examines relationships between early Inuktitut competence and later learning of English as a second language, general and local characteristics of native language competence, and early Inuktitut instruction and later competence. It also looks at the reliability of native educators' assessment of language competence and the identification of features of Inuktitut competence for use in improving native language instruction. Participants in both phases of the study numbered approximately 90 Inuit children. As students in grades 3 and 4 they provided Inuktitut writing samples that were compared with English samples written a year later. Each group of samples was organized by knowledgeable raters into "strong," "average," and "weak" categories. In general, it was found that: (1) the native language situation in the region is not homogeneous, with settlement groups varying in both proficiency and style of Inuktitut; (2) a nonlinear relationship exists between fluency and complexity in judgments of Inuktitut competence, and apparently in Inuktitut development; and (3) a strong correlation exists between early Inuktitut proficiency and later English proficiency, both individually and within settlements. However, facts and policy resulting from such research should be tempered with consideration for the community's linguistic and social values. (MSE)

Miller, Richard I.
Evaluating Institutional Quality: Some Ways and Some Problems.
PUB DATE- 87
NOTE- 44p.; Paper presented at a special topic workshop sponsored by the Organisation for Economic Cooperation and Development (Paris, France, May 12-14, 1986). Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Quality; Evaluation Criteria; Higher Education; *Institutional Evaluation; *School Effectiveness; *Self Evaluation (Groups); Trend Analysis
IDENTIFIERS- *AAHE Assessment Forum

General directions in evaluating U.S. colleges and universities an problems that might be encountered in evaluating institutional quality are discussed. Eight guidelines for assessing institutional quality are also offered. Appendices consider the following five institutional evaluation approaches: educational audits, external consultant reviews, self-studies for accreditation, self-studies for institutional purposes, and state and federal reviews. Included are a categorization of 45 evaluation statements for an institutional evaluation that cover goals and objectives, student learning, faculty performance, academic programs, institutional support services, administrative leadership, financial management, governing board, external relations, and institutional self-improvement. Suggestions for assessing institutional quality include: making theoretical and operational plans for institutional evaluation compatible with the organizational ethos; communicating an overall plan for enhancing institutional quality; linking models and plans for evaluating institutional quality with resource allocation; and making institutional evaluation studies action-oriented, with plans for moving reports-to-action. (SW)

ED 283 481   HE 020 469

Jorde, Karen L., Ed.; Young, Robert E., Ed.
Plantings: A Newsletter of the Bush Foundation-Funded Faculty
Development Programs in Minnesota, North Dakota, and South Dakota
North Dakota Univ., Grand Forks.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- Apr 87
NOTE- 12p.; For related document, see HE 020 468.
AVAILABLE FROM- Office of Instructional Development, University of North Dakota, P.O. Box 8161, University Station, Grand Forks, ND 58202.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Instruction; *Faculty Development; Higher Education; *Instructional Improvement; *Progr Evaluation; Teacher Attitudes; Teacher Burnout; *Teacher Effectiveness; Teaching Conditions
IDENTIFIERS- *Minnesota; North Dakota; *South Dakota

Two issues of "Plantings," are presented. The 1986 issue is a pan discussion that considers the results and future plans of faculty development programs in three Minnesota institutions. In addition to the moderator, Robert Young, of the University of North Dakota, the panel consisted of Norman Noonan (Augsburg College), Chandra Mehrotra (College of St. Scholastica), and Jerry Gaff (Hamline University). In addition, the 34 faculty development programs funded by the foundation are identified by institution. The 1987 newsletter issue consists of an article on stress experienced by faculty members, information on the goals and strategies of the campus faculty development programs, information on approaches that do not work in successful faculty development programs, and an article by Chandra M. N. Mehrotra entitled "Evaluation of Faculty Development Programs Designed to Improve Teaching Effectiveness." Attention is directed to when to evaluate a faculty development program, who should be the evaluators, evaluation approaches, disseminating the findings, and lessons from past faculty development efforts. (SW)

ED 283 496 HE 020 523

Johnson, Betty M.; George, Shirley A.
The Decision-Making Structure and the Dean.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 7p.
CONTRACT- 400-82-0011
AVAILABLE FROM- American Association of University Administrators, P.O. Box 6221, Tuscaloosa, AL 35487 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrative Organization; *Administrator Responsibility; *College Administration; *Deans; *Decision Making; Economic Factors; Futures (of Society); Governance; Higher Education; Information Needs; *Institutional Characteristics; Leadership Responsibility; Organizational Climate

Characteristics in the college academic setting and the external environment that affect the decision-making structure and that the dean should consider before reorganization are examined. Concepts and theories about governance, decision-making, organizational structure, and characteristics of effective decision makers are also briefly reviewed. A number of variables in the academic environment are related to the decision process, including faculty heterogeneity, departmentalization, the climate of the organization, and specific characteristics of the university. Approaches that have been used to incorporate information about a changing external environment into the decision process include environmental scanning, multiple scenario analysis, and issues management. A new model for decision-making that focuses on learning must be considered for the 1980s and 1990s. This model would help interpret issues of resources in terms of their impact on learning; ensure that performance, learning outcomes, and teaching improvements would receive greater attention than process measures; emphasize the special values, patterns, and attitudes of education; and recognize the relationship of the institution to its environment. (SW)

ED 283 509 IR 012 713

Feurzeig, Wallace; And Others
Intelligent Instructional Systems for Teaching Procedural Skills. Final Report.
BBN Labs, Inc., Cambridge, MA.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel a Training Research Programs Office.
REPORT NO.- BBN-R-6460
PUB DATE- 10 Feb 87
NOTE- 14p.
CONTRACT- N00014-82-C-0580
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Artificial Intelligence; *Cognitive Processes; *Computer Assisted Instruction; *Electric Circuits; Engineering Education; Higher Education; Learning Strategies; Models; *Programed Tutoring; Psychological Studies; Simulation
IDENTIFIERS- Learning Environment; Troubleshooting

The scientific and technical publications summarized in this repo describe research on intelligent instructional systems sponsored by the Personnel and Training Research Programs, Psychological Sciences Division, of the Office of Naval Research. Abstracts of the following papers are presented: (1) "Understanding Reflective Problem Solving" (W. Feurzeig and F. Ritter); (2) "Intelligent Tutors as Intelligent Testers" (J. R. Frederiksen and B. Y. White); (3) "Qualitative Models and Intelligent Learning Environments" (B. Y. White and J. R. Frederiksen); (4) "Developing an Exportable ICAI Intelligent Computer-Assisted Instruction Technology" (W. Feurzeig); (5) "OREO--Adding Orientation to a Dynamic Qualitative Simulation" (F. Ritter); (6) "Intelligent Tutoring Systems Based upon Qualitative Model Evolutions" (B. Y. White and J. R. Frederiksen); (7) "Progressions of Qualitative Models as a Foundation for Intelligent Learning Environments" (B. Y. White and J. R. Frederiksen); (8) "AI Artificial Intelligence Aids for Design and Automation of CAI Programs" (W. Feurzeig); (9) "Cognitive Science, Artificial Intelligence and Complex Training" (W. Feurzeig); (10) "A System for Teaching a Qualitative Understanding of Electrical Circuit Behavior and Troubleshooting" (J. R. Frederiksen and B. Y. White); (11) "QUEST: Qualitative Understanding of Electrical System Troubleshooting" (B. Y. White and J. R. Frederiksen); (12) "Designing an Expert system for Training Automotive Electrical Troubleshooting" (W. Feurzeig, J. Frederiksen, B. White, and P. Horwitz); and (13) "Modeling Expertise in Troubleshooting and Reasoning about Simple Electric Circuits" (B. Y. White and J. R. Frederiksen). Nine oral presentations on the research are also listed. (MES)

ED 283 551 JC 870 290

Faculty Salaries: Florida Community Colleges, Fall 1986.
Florida State Dept. of Education, Tallahassee. State Board of Community Colleges.
PUB DATE- Jun 87
NOTE- 33p.; Prepared by the Bureau of Information Systems.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *College Faculty; *Community Colleges; Counselors; Educational Attainment; Librarians; *Professional Personnel; *Salaries; School Personnel; State Surveys; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Florida

Information on the salaries of full-time professional personnel is presented in this report for each of the 28 Florida community colleges. Six tables are included, providing: (1) a summary of scheduled salary ranges for instructional personnel, showing the minimum and maximum salaries for each official college salary schedule used to pay instructional staff; (2) a report of annual salaries for full-time instructional personnel, indicating the number of full-time instructional staff and average salary for each contract length by degree level; (3) a report of annual salaries for full-time personnel who provide direct administrative support to instructional divisions or departments; (4) a report of annual salaries for full-time executive, administrative, and managerial personnel, giving average salary information for professional personnel who exercise primary responsibility for the management of the institution; (5) a report of salaries of non-instructional professional personnel, whose primary duty is in areas outside teaching or administration, including librarians, counselors, curriculum specialists, etc.; and (6) salaries of selected

executive positions in each community college. (EJV)

ED 283 725 SE 048 260

Americans and the Outdoors.
PUB DATE- Jan 87
NOTE- 32p.
AVAILABLE FROM- National Geographic Society, President's Office, 1145 17th Street, NW, Washington, DC 20036 ($3.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Resources; *Conservation (Environment); Environmental Education; Government Role; *Natural Resources; Outdoor Education; Parks; *Physical Environment; *Recreation; *Recreational Facilities; *Recreationists; Trails
IDENTIFIERS- *Presidents Commission on Americans Outdoors

A presidential panel was established in January, 1985 to examine the status of outdoor recreation in the United States. This publication briefly summarizes the full report of the President's Commission on Americans Outdoors. It discusses the essential need for providing every citizen with opportunity for outdoor experiences and suggest how it can be accomplished. Trends in outdoor recreational patterns are reviewed and the impact, problems, and needs associated with increased usage are examined. The report suggests a framework for national action and recommends specific community actions. Suggestions include: (1) identification and protection of natural areas; (2) placement of recreation sites close to home; (3) establishment of a network of state and local scenic byways; (4) building an outdoor ethic; (5) introducing students of all ages to the outdoors; (6) creation and enforcement of environmental laws; (7) formation of state and community outdoor corps; and (8) involvement of the private factor. Several graphics and photographs highlight this report. (ML)

ED 283 425 HE 020 398

Douglas, Joel M.; And Others
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education, Volume 13.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jan 87
NOTE- 249p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Higher Education; Institutional Characteristics; Private Colleges; State Colleges; *Unions
IDENTIFIERS- *Canada; *United States

Data on 1986 regular and adjunct faculty bargaining agents and collective bargaining agreements in public and private U.S. and Canadian colleges are presented, along with a brief narrative description of 1986 trends. For each institution, information is provided on the bargaining agent, unit size, the year the current agent was elected, the year the initial contract was signed, the number of campuses, and the contract expiration date. Summary data are also presented on U.S. elections for bargaining agents (name of agent, size, whether the agents were elected, decertified, challenged, or whether no-agent votes were cast). Some 1974-1986 trend data for public and private colleges are provided on: the growth of collective bargaining agreements and agents, and agreements at two-year and four-year colleges. Additional data include: a 1986 breakdown for public and private colleges by specific agents, geographic distribution of bargaining agents and contracts, the number of faculty represented by the agents, the date of public sector collective bargaining legislation, decertifications for 27 institutions, colleges affected by the "Yeshiva" decision, and "no agent" votes during 1971-1986. An index of institutions cited in this directory is appended. (SW)

Substance Abuse Statement Developed for Higher Education.
Virginia State Council of Higher Education, Richmond.
PUB DATE- Apr 87
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Alcohol Education; Alcoholic Beverages; Compliance (Legal); Drinking; *Drug Abuse; Drug Education; *Higher Education; Illegal Drug Use; *Law Enforcement; *Policy Formation; Position Papers; Prevention; *State Programs
IDENTIFIERS- *Substance Abuse; Virginia

A policy statement on substance abuse for Virginia higher education is presented by the Council of Higher Education in cooperation with colleges. Colleges and universities are advised to reexamine current policies for dealing with possession, use, manufacture, and distribution of illegal drugs on campus. Colleges should also review policies and practices regarding the illegal use and abuse of alcohol by students and staff. Guidelines for developing and revising college policies on substance abuse are offered to help: strengthen drug enforcement practices on campuses in cooperation with government authorities; promote substance abuse education and prevention programs in both academic and extracurricular settings; and strengthen substance abuse counseling and referral programs. Virginia colleges will also be invited to participate in various statewide initiatives. The state Council will establish a substance abuse committee, composed of campus coordinators, to help identify effective and innovative campus drug education programs, develop a checklist to help colleges design effective substance abuse enforcement policies, and explore options for obtaining federal and foundation grants to support a consortial approach to the substance abuse problem. (SW)

ED 283 580 JC 870 322

Harper, Jane
Expansion of Instruction in Foreign Languages: A Report on the 1987 Language Development Workshop and Internship at Tarrant County Junior College Northeast Campus.
Tarrant County Junior Coll., Hurst, TX. Northeast Campus.
PUB DATE- Aug 87
NOTE- 38p.; Funded by the Education for Economic Security Act, Title II.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Elementary Secondary Education; *Inservice Teacher Education; *Language Proficiency; *Oral Language; Program Descriptions; Program Effectiveness; *Second Language Instruction; *Second Language Learning; *Teacher Workshops; Teaching Methods; Two Year Colleges

In response to the need of local schools for assistance in introducing language study at the elementary and junior high school level, Tarrant County (Texas) Junior College (TCJC), Northeast Campus, designed a 5-week program in language development and methodology for prospective teachers that was designed primarily to develop skills in oral language communication and contemporary instructional methodologies. A total of 21 instructors participated in the 1987 program, each completing both a workshop and internship. A number of factors were considered in the evaluation of the project, including the oral proficiency skills of the participants, their security and confidence in speaking the second language, and their acquisition of information about current methodologies and materials. Oral proficiency ratings increased among participants with skills initially at intermediate levels, though no one at the advanced levels made any measurable changes. Gains in perceived ability and confidence in speaking and listening comprehension, as well as gains in information on methodologies and materials, were demonstrated by participants at all skill levels. Information on workshop goals and objectives, grant funding, cooperating with local education agencies, participant recruitment, workshop and internship schedule and curriculum, participant characteristics, and program outcomes are included, along with an interest survey, promotional materials, and assessment forms and results. (EJV)

ED 283 593 PS 016 410

Pence, Alan R.

A Bibliography of Canadian Day Care Research. Report of the Task Force on Child Care: Series 6 = Bibliographie des etudes sur la garde des enfants au Canada. Rapport du groupe d'etude sur la garde des enfants.

Canada Dept. of Supply and Services, Ottawa (Ontario).; Status of Women Canada, Ottawa (Ontario).

REPORT NO.- ISBN-0-662-54141-3; SW43-1/6-1985

PUB DATE- Dec 85

NOTE- 57p.; For other reports in this series, see PS 016 405-409.

AVAILABLE FROM- Status of Women Canada, Communications Unit, 151 Sparks St., Suite 1005, Ottawa, Ontario, Canada K1A 1C3.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Day Care; Early Childhood Education; Foreign Countries; *Research

IDENTIFIERS- *Canada

Part of an effort to provide detailed analyses of issues of special relevance to child care and parental leave policies and the effects of these issues on the changing Canadian family, this volume, the last in a series of six, provides a bibliography of Canadian day care research. (RH)

ED 283 608 PS 016 630

Feiring, Candice; Lewis, Michael
Equifinality and Multifinality: Diversity in Development from Infanc into Childhood.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attachment Behavior; Behavior Problems; Children; *Developmental Continuity; Individual Development; *Models; *Parent Child Relationship; Social Development; *Social Influences; *Systems Approach
IDENTIFIERS- *Equifinality

The conceptualizations of morphogenic processes suggested by systems theorists provide a useful framework for describing growth and development in complex adaptive self-directing organisms. These processes involve changes in (1) a system's structure, state, or functioning; (2) discontinuities in development; and (3) at least two kinds of developmental paths--equifinality and multifinality. Equifinality holds that a given outcome can be reached from any number of different developmental paths. Multifinality holds that similar initial conditions may lead to dissimilar outcomes. An example of equifinality is seen in a sample of children who were observed interacting with their mothers at 3 and 24 months. At 3 months the groups differed on several social behaviors, but at 24 months they differed on only one. Thus, individual differences observed at 3 months did not lead to differences at 24 months. Multifinality is explored in a longitudinal study of children assessed for attachment classifications at the age of 1 and for emotional functioning at the age of 6. Measures revealed that 6-year-old boys who were securely attached to their mothers exhibited fewer behavior problems, but that female behavior at 6 years did not significantly differentiate among attachment groups. Thus similar initial conditions led to dissimilar outcomes. Equifinality, multifinality, and stability may be useful principles for developmental research (BN)

ED 283 680   SE 048 215

Lehmann, Christine H.
The Adult Mathematics Learner: Attitudes, Expectations, Attributions.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Algebra; College Freshmen; *College Mathematics; Higher Education; Mathematical Applications; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Nontraditional Students; Prior Learning; Student Attitudes; *Student Characteristics; Student Motivation

This study was designed to identify characteristics of college freshmen taking mathematics courses. Students enrolled in basic algebra courses at a regional campus of a large midwestern university participated in the study. Students were administered an instrument which included a "math autobiography," the Adult Mathematics Expectation Scale (AMES), and the Adult Mathematics Attribution Scale (AMAS). A significant difference in attitude toward mathematics was found. Students who had taken at least one college course previously had a better attitude toward mathematics than those who were taking their first college mathematics course.

Older students also expressed more confidence on secular mathematics tasks than did younger students. (TW)

ED 283 695 SE 048 230

Wiebe, Arthur, Ed.; And Others
Popping with Power. Book C Grades 3-4.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 87
NOTE- 84p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 223-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; Grade 3; Grade 4; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Physical Sciences; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

Designed to supplement the mathematics-science curriculum, this booklet contains activities which provide students of grades three and four with opportunities to investigate relationships in the physical world. Through these exercises students can operate machines to simplify work, swing and time pendulums and bouncing balls, creatively insulate ice cubes, and observe the effects of color on temperature. Ten mathematics skills and six science processes are listed and indexed for the 21 activities. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

Fraser, Barry J.
Teaching for Higher Cognitive Level Learning in High School Science.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented as part of a symposium at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Case Studies; *Classroom Environment; Foreign Countries; Grade 10; High Schools; *Knowledge Level; *Learning Strategies; Misconceptions; Science Education; *Science Instruction; Science Teachers; *Secondary School Science; Social Influences; Social Psychology; Student Attitudes
IDENTIFIERS- *Science Education Research

Designed to focus on teaching for higher-level cognitive learning, this study measured student perceptions of psychosocial aspects of their classroom learning and involved a team of six researchers. The study consisted of an intensive 10-week investigation of two above-average science teachers in a suburban high school in Perth, Western Australia. Responses to classroom environment scales assessing personalization, participation, order and organization, and task orientation were used to: (1) contrast the classroom environments of two different teachers; (2) examine changes in environment that occurred with a change in the topic being taught; (3) investigate differences between student, teacher and researcher perceptions; and (4) examine differences between student actual and preferred perceptions. Two grade 10 science classes, one with a male teacher and the other with a female teacher were observed during the teaching of two separate topics, vertebrates and nuclear energy. The study examined the influence of the teachers' knowledge limitations on the implemented curriculum, the overemphasis on content knowledge, and the nurturing of student misconceptions. Ethnographic techniques were employed in the study. (ML)

ED 283 754 SO 018 201

Audience Development: An Examination of Selected Analysis and Prediction Techniques Applied to Symphony and Theatre Attendance ir Four Southern Cities. Report #14.

National Endowment for the Arts, Washington, DC. Research Div.

REPORT NO.- ISBN-0-89062-097-0
PUB DATE- Jan 81
NOTE- 50p.
AVAILABLE FROM- Publishing Center for Cultural Resources, 625 Broadway, New York City, NY 10012 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; Audiences; *Cultural Activities; Demography; Higher Education; Leisure Time; *Life Style; *Marketing; Music Activities; Orchestras; Social Science Research; *Socioeconomic Influences; *Theater Arts; Theaters

Several specific objectives have had wide recognition in the arts community, namely: to broaden the audience for the performing arts, to determine the applicability of sophisticated tools of marketing to the problem of generating demand for the arts, to find the best predictors of arts attendance, and to develop strategies that will appeal to those who, by these predictors, are potential attenders.

This research report summarizes a study conducted in 1977 by Alan R. Andreasen and Russell W. Belk. The investigators collected new audience data in a carefully controlled group of surveys in four southern cities (Atlanta, Baton Rouge, Columbia, and Memphis), and applied to these data a number of sophisticated measuring and marketing techniques to discover efficient and effective methods for inducing marginal attenders of the performing arts to become frequent patrons. Although no hitherto untried means to this end were uncovered, this publication makes advanced techniques more comprehensible and accessible to arts administrators. In addition, by analyzing characteristics that move or do not move people to attend performing arts events, and from that analysis deriving strategies capable of altering factors that lead to nonattendance, enough practical conclusions were reached to recommend an extended program of experimentation in the four cities studied. (BZ)

ED 283 365 FL 016 717

Garcia, Eugene E.
Bilingual Development and the Education of Bilingual Children during Early Childhood.
PUB DATE- Oct 85
NOTE- 36p.; In: Second Language Learning by Young Children; see FL 016 716.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Classroom Techniques; *Cognitive Development; *Early Childhood Education; English (Second Language); Language Acquisition; Language Role; Learning Strategies; Program Design; Program Effectiveness; *Secon Language Learning; *Young Children

A discussion of the cognitive development of bilingual children an its implications for early childhood education for this population begins with a review of recent research on bilingual development. It looks at the forms and results of research projects on dual language acquisition processes, the interactive influence of multiple language acquisition, social context as it affects bilingualism and language acquisition, and intelligence and cognition in bilingualism. Experiences with selected bilingual education programs for early childhood are examined. Specific implications of the research for teaching and learning strategies, the likely effects of early childhood bilingual education programs on individuals' linguistic and cognitive development, bilingual education program design, instructional procedures, classroom environment, and English language instruction are discussed. (MSE)

ED 283 454 HE 020 433

Higher Education Finance Trends, 1970-71 to 1983-84. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-303b
PUB DATE- Dec 86

NOTE- 15p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Expenditures; Federal Aid; *Higher Education; *Income; Private Colleges; Private Financial Support; Public Colleges; State Aid; Trend Analysis

Trends on sources of funds and expenditures for U.S. colleges is presented for 1970-1984, based on the Higher Education General Information Survey. Trends in sources of funds for public colleges include: the proportion of revenues derived from tuition rose from 13% in 1975-1976 to 14.9% in 1983-1984; between 1977-1978 and 1983-1984, the share received from the federal government fell from 12.8% to 10.5%; the state government share rose from 1975-1976 to 1979-1980, but then fell slightly; the portion of revenues from local governments decreased from 5.6% in 1975-1976 to 3.6% in 1983-1984; and the share from gifts, grants, and contracts rose from 2.3% to 3.0%. Changes in revenue sources for private colleges showed a similar pattern. Data on two-year and four-year colleges are provided for current funds expenditures, current and constant 1983-1984 dollars, and current fund expenditures per student. Expenditures by purpose are also reported for 1975, 1979, 1981, 1982, and 1983. The trend data show continuing increases in higher education expenditures; however, after adjusting for increases in student enrollment and inflation, college expenditures per full-time equivalent student rose 2% between 1974 and 1984. (SW)

ED 283 468 HE 020 455

Howard, Edrice Marguerite, Ed.
Study in the United Kingdom and Ireland, 1987/1988. An IIE Guide to Study Abroad. Second Edition.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-87206-147-7
PUB DATE- 87
NOTE- 302p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Programs; *Courses; Eligibility; Foreign Countries; Geographic Regions; Housing; Institutional Characteristics; *International Educational Exchange; *Postsecondary Education; Program Costs; Program Descriptions; School Location; Specialization; Student Financial Aid; *Study Abroad
IDENTIFIERS- *Ireland; *United Kingdom

A guide to more than 650 study programs in England, Scotland, Wales, Northern Ireland, and the Republic of Ireland is presented for U.S. students who wish to study abroad. Many of the programs, which range in length up to a full academic year, are sponsored or co-sponsored by the U.S. colleges and universities. The remainder are offered by a variety of groups, including British and Irish schools and private agencies. An overview considers types of programs, finances, and travel and living. All programs are listed by country or region and city in which study takes place. Entries include: the name of the sponsoring institution, the program title, the location of the main program site, program dates, courses of study and areas of specialization available through the program, the availability of independent study and internships, program levels, credit offerings, eligibility, the language of instruction, type of courses, teaching methods, costs, housing, application deadlines, the primary contact for further information, and background information on the program, such as year the program was started and program-related travel. Appendices provide a list of consortia that sponsor programs and indexes of sponsoring institutions and fields of study. (SW)

Whipple, Vicky
Career Orientation and Preparation for Teen Parents Curriculum.
Kishwaukee Coll., Malta, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 87
NOTE- 104p.; For related document, see JC 870 305.
AVAILABLE FROM- Teen Parents Program, Kishwaukee College, Malta, IL 60150 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Career Awareness; *Career Counseling; *Career Guidance; Career Planning; Community Colleges; *Early Parenthood; Field Trips; Instructional Materials; Interest Inventories; Nontraditional Occupations; Parents; Program Descriptions; Two Year Colleges; Vocational Education; *Vocational Interests

The Career Education and Training for Teen Parents Program at Kishwaukee College (Malta, Illinois) included a vocational orientation and preparation curriculum that focused on nontraditional occupations and local labor market trends. The class met three days a week for six weeks, with most class sessions including a field trip to a local job site. Field trips were planned to correspond to students' career interests, the job outlook for the area, and vocational programs at the college. In order to identify students' occupational interests, a career assessment instrument, the Self-Directed Search, was administered to each student. In addition, the course included activities focusing on values; aptitudes, abilities, and skills; self-esteem; assertiveness; decision making; goal setting; sex role stereotyping; nontraditional careers; career sense; and job resources. The bulk of the course description presents self-assessment instruments, course assignments, and forms used in the class. (AYC)

ED 283 651 RC 016 284

National Rural Education Association (N.R.E.A.) Goals and Purposes.
National Rural Education Association, Fort Collins, CO.
PUB DATE- 17 Oct 86
NOTE- 5p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cooperative Programs; Coordination; *Delivery Systems; Distance Education; Educational Technology; Elementary Secondary Education; Equal Education; Higher Education; Material Development; *National Organizations; *Organizational Objectives; Policy Formation; Rural Areas; *Rural Education; Rural Schools; Shared Resources and Services; Teacher Education
IDENTIFIERS- *National Rural Education Association

The goals and purposes of the National Rural Education Association (N.R.E.A) as revised in October 1986 derive from the general goal to improve educational opportunities for children in rural areas with additional attention to those for whom opportunities have been severely limited in the past. Specific goals/objectives concerning national leadership and voice include serving as national advocate/representative for rural education through position papers, policy development, and expansion of rural publications; providing coordination at the national level for rural education programs/activities; providing leadership for rural education related conferences/workshops; and providing a forum for public educators in rural areas. Specific goals/objectives concerning needs of rural students include promoting state/regional delivery systems which identify rural education materials and program needs, encouraging mass media and technology to serve rural education more efficiently, and encouraging use of distance education technology; recognizing exemplary delivery systems and practices; encouraging collection/dissemination of practices, data, and other information; encouraging sharing of resources and services; encouraging colleges/universities to develop materials/resources for rural schools and to train school personnel for work in small schools; and stimulating discussion, research and policy for public and private agencies to develop educational materials/technology appropriate to rural children. (LFL)

ED 283 665 RC 016 307

Basurto, Elia; And Others

Hispanics in Wisconsin, 1980: A Chartbook. A Demographic Profile of the Hispanic and Total Population in Wisconsin. Population Series 80-5.

Wisconsin Univ., Madison. Applied Population Lab.

SPONS. AGENCY- Wisconsin Governor's Office, Madison.; Wisconsin State Dept. of Administration, Madison.
PUB DATE- Dec 85
NOTE- 79p.; Maps contain marginally legible print.
GRANT- 2397
AVAILABLE FROM- Applied Population Laboratory, Department of Rural Sociology, University of Wisconsin, 1450 Linden Drive, Room 316, Madison, WI 53706.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130) Numerical/Quantitative Data (110)
DESCRIPTORS- Age Groups; *Economic Status; *Educational Attainment; Elementary Secondary Education; Employment Patterns; *Family Characteristics; Higher Education; *Hispanic Americans; Housing; Income; Labor Force; Language Usage; Place of Residence; Population Trends; Racial Identification; *Residential Patterns; Sex Differences; *Socioeconomic Status; Spanish Speaking; Unemployment
IDENTIFIERS- Census 1980; *Wisconsin

Economic, educational, social, and housing patterns existing among the entire Hispanic population and among the different Hispanic heritage groups (Mexican, Puerto Rican, Cuban, etc.) in Wisconsin were examined using data from the 1980 Census of Population and Housing. Data showed that of the 63,000 Hispanics living in Wisconsin in 1980, 65% were Mexican, 17% Puerto Rican, 2% Cuban, and 17% Other; most Hispanics lived in the urban areas of 7 southeastern counties; 11.2 years was the median education level among Hispanic adults; 30% of Hispanics aged 16-21 never completed high school and were not enrolled in school; 22% of Hispanic adults had attended college, compared to 29% for the total adult population; nearly one-fifth of the Hispanic population lived in poverty, compared to 9% of all persons in Wisconsin; and a higher proportion of Puerto Rican families lived in poverty, compared to Mexican, Cuban, and other Hispanic groups. Forty-seven bar and pie charts and maps provide statistical data on residence patterns, identification, age and sex, families and households, education, language spoken, income, poverty status, labor force participation, and housing. A brief paragraph highlights the main points of each chart. Fifteen tables provide more detailed numeric data on selected topics. (JMM)

ED 283 726 SO 017 624

Schug, Mark C., Ed.
The Federal Deficit.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- American Studies; Civics; *Economics; Economics Education; Educational Resources; Instructional Materials; Secondary Education; Social Sciences; Social Studies; *United States Government (Course); *United States History; *World History
IDENTIFIERS- *Deficit Spending

This first edition of a new semiannual publication for secondary school teachers of social studies features the article, "The Federal Deficit: Challenges and Opportunities for Policy Makers" (Walter Heller and Bruce Dalgaard) and provides ideas for subject area teaching activities in economics, U.S. government, and world history that offer teachers an opportunity to integrate the federal deficit topic into their courses. The teaching activity for economics presents a simulation where students participate in the real world of special interest politics and trade-offs involved in trying to balance the federal budget. In the simulation, students try to cut spending to meet the goals of the Gramm-Rudman Act. The U.S. history activity has students compare the public debt between the years 1790 and 1984. Also, students discuss the advantages and disadvantages of deficit spending and effects on national policy goals. The government teaching activity is a student panel discussion on how the federal deficit affects the local community. The world history activities illustrate how the concept of government debt applied to post-World War I Germany and draw parallels with current issues related to government debt and increasing deficits. (SM)

ED 283 740 SO 017 922

Global History. A Curriculum Guide. Third Semester. Theme VIII: Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today. Teacher Strategies. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 83
NOTE- 110p.; For related student worksheets, see SO 017 923; for other global history materials, see SO 017 913-923.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Differences; *Curriculum Enrichment; Demography; Economic Factors; Environmental Education; *Global Approach; Hunger; International Law; Modernization; Political Attitudes; Secondary Education; *Teaching Guides; *World Affairs; *World Problems

Designed for use in the New York City public secondary schools, this guide was developed to assist the teacher and supervisor in using a three semester, eight theme, global history course. This guide, which covers "Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today" is divided into eight sub-themes: (1) "Interdependent National Economies"; (2) "Impact of Environmental Choices"; (3) "Impact of New Technologies"; (4) "Changing Demographic Patterns"; (5) "World Hunger Can Be Eliminated"; (6) Tradition and Change"; (7) "International Law"; and (8) "Careers in a Global Economy." Each sub-theme is divided into learning activities, rationale, performance objectives, teaching strategies and worksheets. The learning activities relate to a particular topic within the sub-theme and a rationale explains the relationship of the topic to the sub-themes and identifies important concepts and understandings. (This guide is meant to be used with a separate volume of student worksheets that utilize mainly primary sources to learn about past and present events.) The materials in this guide are not meant to replace textbooks, but can be used as supplementary material to enhance learning. A content outline, a calendar of lessons, and an evaluation form about the material are included. (APG)

Entwistle, Noel; And Others

Anticipating the Experience of Higher Education through Computer Simulation.

PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; College Environment; *Computer Oriented Programs; *Educational Games; Educational Research; Higher Education; *Learning Experience; Microcomputers; *Simulation; Student Adjustment; Student College Relationship; *Study Habits
IDENTIFIERS- *Great Britain

The development of a principled microcomputer-based adventure game that simulates the experience of higher education for prospective students in British schools is discussed. Playing the game is intended to provide prospective students a "realistic role preview." Consideration is given to an earlier board game and research on student learning on which the simulation was based. The simulation allows students to try different study strategies and provides advice tailored to the specific strategies used by the individual student when interacting with the computer. The design of the computer simulation is described, along with the strategies to ensure that the game and advice are controlled by principles derived from student learning research. Examples show how a student would experience the interactions with the computer, and how the rules provide tailored advice. The simulation can be seen as a simple expert system providing a form of intelligent tutoring. The game is used with the Macintosh microcomputer, backed by memory on hard disk. The game is made up of six scenes: freshman week and course choices, choice of options, introductory tutorial, lectures and independent study, balancing social life and work, and preparing for and taking tests. (SW)

ED 283 482 HE 020 493

Smith, Hoke L.
Testimony for the National Governors Association Task Force on College Quality on Behalf of the American Association of State Colleges and Universities.
PUB DATE- 22 Feb 86
NOTE- 24p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); Change Strategies; *Curriculum Evaluation; *Educational Assessment; *Educational Quality; *Higher Education; *Information Needs; State Universities *Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum

Current higher education assessment practices and goals of additional assessment are discussed in testimony before the National Governors Association Task Force on College Quality. Ways to improve the assessment process are also suggested by the chair-elect of the American Association of State Colleges and Universities. In addition to student course grades, additional assessment systems include questionnaires of the National Center for Higher Education Management Systems. Regional and specialized accreditation are noted as ways to strengthen review of the curriculum. Difficulties with the use of a standard single assessment approach are noted. Weaknesses of the current system of assessment are identified: many institutions do not fully evaluate the effectiveness of the curriculum, particularly the general education component; and available data are not effectively used. Approaches that may improve the higher education assessment system include: making data comparative; communicating assessment information to the relevant decision-makers; providing financial and psychological support to those who make changes based on the information; and involving faculty in evaluating the impact of the curriculum. (SW)

ED 283 523 IR 051 995

Houlson, Van C.; Jax, John J.

An Automatic Current Awareness Service: The Stout Experience.

Wisconsin Univ. - Stout, Menomonie.

PUB DATE- 15 Apr 87
NOTE- 57p.; Supported by the Stout Foundation, Inc., with matching funds.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; *College Faculty; Higher Education; Online Searching; Periodicals; Program Development; Program Evaluation; Program Implementation; *Selective Dissemination of Information; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- *Bibliographic Data Bases; *University of Wisconsin Stout

This report describes a prototype current awareness service that was conducted at the University of Wisconsin-Stout from fall 1984 through 1985 and involved the selective dissemination of information through the use of online bibliographic databases and the routing of tables of contents from selected periodical holdings. A discussion of the planning and implementation of the service includes the selection of 33 faculty and staff member participants from a cross-section of academic disciplines, the design of participant profiles, and the development of staff and participant procedures. In addition, the results of the service are summarized; an evaluation of the project and the results of a survey of project participants are presented; and the databases used in the project are evaluated. It is concluded that the prototype project greatly enlarged access to comprehensive sources of information and extended awareness into the academic infrastructure, thereby showing the positive impacts such a service can have on the quality of teaching and research. The text is supplemented by 22 tables; 8 references are provided; and the project evaluation form, document evaluation form, referral instrument, and profile design form are appended. (KM)

ED 283 594 PS 016 434

Off to a Good Start...You and Your Baby.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

PUB DATE- 84

NOTE- 68p.; Printed on colored paper.

AVAILABLE FROM- Publications Clerk, 437 Agricultural Administration Building, Pennsylvania State University, University Park, PA 16802 (Complete set of 9 publications, $2.25; discount available on orders over $100.00. Publications also sold separately.)

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Childrens Games; Fathers; Health; *Individual Development; *Infant Behavior; *Infants; Language Acquisition; Learning Activities; Parent Education; *Parent Influence; *Parent Responsibility; Parent Role; Personality Development; Physical Development; Preschool Children; *Toddlers

Presented in this document are nine brief study guides which offer advice and information about parenting to parents of infants and toddlers and which collectively make up the "Off to a Good Start" home study program. An information sheet on how to enroll in the program and receive these materials, which are sent to registrants approximately every three months for two years, is also included. The first study guide covers the newborn's first months; the other eight guides cover the baby's development in the following stages: from 3 to 6 months; from 6 to 9 months; from 9 to 12 months; from 12 to 15 months; from 15 to 18 months; from 18 to 21 months; from 21 to 24 months; and for 24 months and beyond. Each pamphlet provides, in addition to developmental information, a chart of developmental milestones for the period under consideration, and suggestions for developmentally appropriate activities. (RH)

ED 283 623 PS 016 739

Shirah, Sue; Hewitt, Thomas
Establishing a Campus Early Childhood Center: The First Year.
PUB DATE- 20 Mar 87
NOTE- 17p.; Paper presented at the Annual Conference of the National

Coalition of Campus Child Care (New Orleans, LA, March 20, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; *Day Care Centers; Early Childhood Education; Educational Research; Higher Education; *Program Descriptions; *Program Development; Teacher Education
IDENTIFIERS- *University of South Alabama

A child care center was recently established at the University of South Alabama in Mobile. Initial funding was obtained through a special needs grant from Title 3 of the U. S. Department of Education for strengthening programs at universities and colleges. The Child Development Center in Mobile serves children of University students, faculty, staff and alumni, and provides a resource facility for training university students as well as a research site for university faculty studying child development concerns. (Author/BG)

ED 283 381 FL 016 770

Mistry, Karen S.
An Introduction to Spoken Setswana.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 87
NOTE- 699p.
CONTRACT- 82-1948
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiolingual Skills; *Bantu Languages; Cultural Context Daily Living Skills; Games; *Grammar; Idioms; Instructional Materials; Interpersonal Communication; Introductory Courses; Learning Activities; *Oral Language; *Phonology; Proverbs; Second Language Instruction; Spelling; Teaching Guides; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Setswana

A guide to instruction in Setswana, the most widely dispersed Bant language in Southern Africa, includes general material about the language, materials for the teacher, 163 lessons, vocabulary lists, and supplementary materials and exercises. Introductory material about the language discusses its distribution and characteristics, and orthography. Each of the lessons consists of at least two phases: mimicry and communication. The first focuses on pronunciation, manipulation of grammatical elements, learning the meanings of words and sentences, and some memorization. The second focuses on the production of connected conversation. Lesson topics include elements of interpersonal communication, identification, and items and skills of daily living. Setswana-English and English-Setswana vocabularies are included and phonology exercises, reading passages, word lists, and suggested activities and discussion topics are appended. (MSE)

ED 283 395 FL 016 793

Wali, Kashi

LF Movement: A Problem for Questions in Marathi and Kashmiri.

PUB DATE- May 86

NOTE- 12p.; Paper presented at the South Asian Languages Analysis Roundtable (8th, Urbana, IL, May 29-31, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Deep Structure; Grammar; *Kashmiri; *Linguistic Theory; *Marathi; Phrase Structure; *Questioning Techniques; *Semantics; *Sentence Structure; Structural Analysis (Linguistics); Surface Structure; Syntax; Uncommonly Taught Languages

It is proposed that LF-movement in in-situ questions is not adequate to express the scope distinctions basic to the semantic interpretations of the direct and indirect question dichotomy in Marathi and Kashmiri, because this question type is more constrained in these languages than in languages like Chinese and Japanese. This theory is illustrated in a structural analysis of examples from Chinese, English, Marathi, and Kashmiri. (MSE)

ED 283 426 HE 020 399

Report of the Select Committee on Higher Education, Texas.
Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Feb 87
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Planning; *Financial Policy; *Government School Relationship; Higher Education; *Institutional Mission; *Public Colleges; Research Projects; State Aid; *Statewide Planning
IDENTIFIERS- *Texas

A report of a study of issues in public higher education in Texas is presented, along with recommendations of the Select Committee on Higher Education to improve access, quality, and management. Attention is directed to: institutional role and mission statements, general funding policies, research and technology funding, faculty compensation, student financial assistance, and management techniques. Also considered are roles and responsibilities of the state legislature, the Texas Higher Education Coordinating Board, governing boards, system administrations, and colleges and universities. Additional topics include: doctoral degree programs, technical-vocational higher education, testing and remediation, assessment of educational outcomes, teacher education, admission standards, board and system alignments, base funding, incentive funding, special initiative funding, human resources management, physical plant management, accounting and financial reporting procedures, and statewide higher education telecommunications networks. Appended are Texas House

Concurrent Resolution Number 105, passed by the 69th Legislature. Mission statements for 39 institutions are included. (SW)

ED 283 440 HE 020 414

Degrees and Other Formal Awards Conferred. Kentucky Colleges and Universities, 1986.

Kentucky State Council on Higher Education, Frankfort.

PUB DATE- Apr 87
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; Church Related Colleges; Degrees (Academic); *Doctoral Degrees; Higher Education; *Majors (Students); *Masters Degrees; Private Colleges; *Professional Education; Public Colleges; Two Year Colleges
IDENTIFIERS- *Kentucky

Data on degrees awarded between July 1, 1985 and June 30, 1986 by Kentucky's state-supported and private colleges and universities, business colleges, and theological seminaries are presented. Separate data are included for senior institutions, junior colleges, and the community college system. In addition to total degrees conferred, data are presented on degrees conferred by specific institutions, as well as by degree field for specific institutions and types of institutions. The following degree levels are covered: associate, bachelor's, master's, doctoral, and first professional. A brief narrative summary indicates that nursing was the most popular degree field followed by business at the associate degree level. The majority of bachelor's degrees were conferred in business and management, and secondly, in education. A high proportion of the master's and specialist degrees were in education with business and management running second. Of the first-professional degrees awarded by public universities, 52.8% were in law, 31.4% in medicine, 13.5% in dentistry, and 2.3% in pharmacy. Doctoral degrees were most often in education, life sciences (biology), and psychology at the public universities. (SW)

ED 283 497 HE 020 537

The Growth of a Model College. King's College. A Report of the President, 1986.

King's Coll., Wilkes-Barre, Pa.

PUB DATE- 86

NOTE- 50p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

AVAILABLE FROM- Public Relations and Marketing Office, King's College, 133 N. River St., Wilkes-Barre, PA 18711 (free).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Alumni; *College Curriculum; College Freshmen; College Transfer Students; *Competency Based Education; Computer Literacy; *Core Curriculum; Critical Thinking; Curriculum Development; Educational Assessment; Educational Testing; General Education; Graduate Surveys; Higher Education; Knowledge Level; Library Science; Majors (Students); *Outcomes of Education; Pretests Posttests; *Student Evaluation; Writing Skills

IDENTIFIERS- *AAHE Assessment Forum; *Kings College PA; Value Added

An assessment model at King's College (Pennsylvania) is described, which involves redesigning the general education core curriculum with competency-based measures. The new learning plan for the core curriculum establishes graduation competencies and regular monitoring of student progress. The plan supports a value-added approach to curriculum and student learning outcomes. Components of the plan include: pre- and post-testing, descriptive competency statements and measurements, competency growth plans, integrated effective writing and critical thinking assessment, senior level capstone course, senior level integrated assessment in major field, and development of teaching strategies to assist students to become active learners. Information is provided on these components and on the summer advisement and orientation program for freshmen and transfer students, alumni surveys, library competency for

accounting students, computer competency for psychology majors, and the core curriculum. Basic skills of entering students will be assessed to determine appropriate course placement, and standardized tests will assess six areas of knowledge. Attitudinal surveys will also identify student goals, attitudes, and values. (SW

ED 283 510 IR 012 714

Gagnon, Diana
Interactive Television: The Influence of User Control and Interactiv
  Structure.
PUB DATE- 86
NOTE- 32p.; Paper presented at the International Television Studies
  Conference (London, England, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Treatment Interaction; *Cognitive Processes;
  Cognitive Style; *Commercial Television; *Educational Television;
  Emotional Response; Empathy; Identification (Psychology);
  *Interactive Video; Locus of Control; News Media; *Spatial Ability
  Tactual Perception; Television Research; Television Viewing
IDENTIFIERS- Interactive Television; Learner Control; *User Control;
  *Video Games

A series of studies are underway at the Massachusetts Institute of Technology's Audience Research Facility to examine the impact of interactivity on informational and entertainment based television viewing. In order to examine the learning of spatial skills from videogames, the first study compared the learning of spatial content from interactive (user controlled) and observational (television) media. Pre-existing cognitive styles, specifically the abilities of haptic perception and locus of control, were found to influence the subject's ability to perform with the two types of media. The second study will explore the influence of user control and interactive structure on learning from television news, as well as the influence of modality preference and pre-existing media usage patterns. The final study in the series will examine the influence of user control and interactive structure on viewers' identification and involvement with characters in the television program "Dallas." The influence of subjects' general empathy level and pre-existing media patterns will also be explored. This paper summarizes the results of the first study, describes the two follow-up studies to be conducted, and discusses the following topics as they relate to the research: (1) features of interactive television; (2) user control; (3) interaction of structure and content; (4) interactive structure; and (5) the influence of user characteristics. A 48-item bibliography is provided. (Author/MES)

ED 283 537 JC 870 263

Dassance, Charles R.

National Standards for Student Affairs: Opportunity for Renewal.

PUB DATE- 24 Apr 87
NOTE- 10p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Counseling Services; Professional Associations; *Program Effectiveness; *Standards; *Student Personnel Services; *Student Personnel Workers; Two Year Colleges

Throughout the history of the student affairs profession, a deep abiding concern for students and their development has been the guiding principle. The two-year college, with its rich tradition of commitment to teaching and expanding educational opportunities, has been a fertile ground for the student affairs profession. In recent years, despite the acknowledgement of the importance of student affairs in two-year colleges, questions have been raised about the effectiveness and relevance of such programs and recommendations have been made for the development of professional standards for student affairs. Since 1980, the Council for the Advancement of Standards for Student Services/Development Programs (CAS) has worked on the professional standards for the student affairs field and for graduate programs which prepare student affairs professionals. The functional areas for which standards have been developed include academic advising, career planning and placement, student activities, commuter student programs and services, disabled student services, orientation, counseling services, and learning assistance programs. CAS has also developed a set of general standards and guidelines for student affairs. These standards, which are endorsed by 20 professional associations, in combination with clearer program goals, will strengthen the role of student affairs in two-year colleges. (EJV)

ED 283 552 JC 870 292

Armistead, L. Pendleton; Vogler, Daniel E.
A Review of the General Education Component in Community College Occupational Programs: A Technical Report.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Administrative and Education Services.
PUB DATE- Jun 87
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; Community Colleges; Curriculum Development; Educational Assessment; Educational History; Educational Needs; *General Education; *Technical Education; Two Year Colleges; *Vocational Education

In response to recently raised concerns about the effective integration of general education into community college occupational programs, this report offers a review of the literature on general education and its place in the vocational curriculum. First, definitions of general education are presented and synthesized into the following operational definition: "General education is what all individuals granted a degree have in common in terms of the development of knowledge, attitudes, values, and skills to enhance the student's participation in social, technological, and cultural environments." Next, historical perspectives on general education are traced from ancient Greece to the present. The next section looks at the discipline-based, integrated, and competency-based curriculum structures used to provide general education in community colleges. After examining some internal and external areas of concern about general education expressed by a selected group of scholars, the report reviews various justifications that have been put forth for including general education in occupational programs and analyzes positions on the amount of general education that should be included in these programs. The final sections highlight research findings and statements stressing the importance of general education in occupational programs. (DMM)

ED 283 636 RC 016 222

Kamasaki, Charles
Testimony on Implementation of the Immigration Reform and Control Act of 1986 (Public Law 99-603). Presented before the Subcommitee on Immigration and Refugee Policy, Committee on the Judiciary, United States Senate.
National Council of La Raza, Washington, D.C.
PUB DATE- 10 Apr 87
NOTE- 23p.; For related documents, see RC 017 218-220.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Civil Rights; Compliance (Legal); Disqualification; Eligibility; Employers; *Equal Protection; Farm Labor; *Federal Legislation; Federal Programs; *Federal Regulation; *Foreign Workers; Hearings; *Hispanic Americans; Latin Americans; Sanctions; *Undocumented Immigrants
IDENTIFIERS- Immigration and Naturalization Service; *Immigration Reform and Control Act 1986; La Raza

Hispanics--affected more than any other ethnic group by immigration laws--have a profound interest in the implementation of the Immigration Reform and Control Act of 1986. The National Council of La Raza holds the following views: (1) the proposed regulations implementing the Act are unacceptable; (2) the capacity and resources necessary for effective implementation are insufficient; and (3) the lack of public education efforts is aggravating widespread confusion and misunderstanding of the law. Without major changes in the regulations, it is clear that many eligible persons will be deterred from applying; many others will apply only to have their applications denied--not because they fail to meet the statutory critera, but because of unduly restrictive regulations. The National Council of La Raza urges that the Immigration and Naturalization Service (INS) remove the unnecessarily restrictive and burdensome aspects of the proposed regulations, negotiate in good faith with potential "Qualified Designated Entities," expand the scope of the proposed public information campaign, and immediately cease the dissemination of misleading or inaccurate information. In order for legalization to succeed, the INS must determine that legalization is in the public interest and that maximum participation of the eligible population is essential. (JHZ)

ED 283 681 SE 048 216

Teaching with Student Math Notes.

National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-244-9
PUB DATE- 87
NOTE- 128p.
AVAILABLE FROM- NCTM, 1906 Association Drive, Reston, VA 22091 ($12.50; 10 or more less 20%).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Algebra; Arithmetic; *Elementary School Mathematics; Elementary Secondary Education; Estimation (Mathematics); Games; Geometry; *Mathematical Applications; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Probability; *Problem Solving; *Secondary School Mathematics

Since 1982, the National Council of Teachers of Mathematics has published a student periodical five times a year. Each four-page issue focuses on a single theme, developing it from a simple opening-page activity through more challenging extensions at a higher level of understanding. In this document each four-page issue published from September, 1982, to May, 1986, has been reproduced in full, along with two to four pages of accompanying teacher notes, detailed solutions, suggested extensions, and additional worksheets. The issues deal with topics such as: (1) mathematics and games; (2) visualization; (3) codes and counting; (4) infinity; (5) Egyptian mathematics; (6) spirolaterals; (7) pi; (8) square arrays; (9) duplication probabilities; (10) figurate numbers; (11) networks; (12) residue designs; (13) magic squares; (14) random walks; (15) probability; (16) tessellations; (17) correlation; (18) mathematics on postage stamps; (19) approximation; and (20) proofs without words. The pages of the book are perforated so that they can be easily removed and reproduced for classroom or individual student use. (TW)

ED 283 711 SE 048 246

Wood, David S.; Wood, Diane Walton
How To Plan a Conservation Education Program.
Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; International Inst. for Environment and Development, Washington, DC.
PUB DATE- Jul 87
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Education; *Community Programs; Conservation (Environment); *Conservation Education; Environmental Education; International Cooperation; *International Educational Exchange; Models; Natural Resources; Physical Environment; *Program Development; Program Guides; Quality of Life
IDENTIFIERS- *Environmental Education Programs

Designed to provide assistance to natural resource managers in the preparation of conservation educator programs and materials, this manual describes specific procedures for developing programs that would have significant environmental impact. Five steps are identified and explained under separate chapter headings. Each chapter concludes with a series of questions that serve to assess that step before the next procedure is undertaken. These steps include: (1) assessing the environmental situation (identifying the technical solution); (2) identifying the audience (considering frequently targeted groups); (3) identifying the message (offering suggestions in planning the program and selecting the program's content); (4) selecting an educational strategy (reviewing commonly used strategies); and (5) evaluation (providing guidelines and identifying sources of information for evaluation). (ML)

ED 283 366 FL 016 718

Dolson, David P.
A Brief Case for Bilingual Preschools.
PUB DATE- Jun 85
NOTE- 13p.; In: Second Language Learning by Young Children; see FL 016 716.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; English (Second Language); Futures (of Society); Language Attitudes; Limited English Speaking; *Preschool Children; *Preschool Curriculum; Preschool Education; *Program Effectiveness *Second Language Learning; Social Development

Many more bilingual preschool programs are needed. Bilingual programs provide an environment where language minority students acquire English. Bilingual educators use innovative as well as time-tested methods to expose students to the English language. Instruction in and through the minority language assists students in developing the academic foundation that will serve as the basis for future academic and vocational success. Bilingual programs also seem to be conducive to positive psychosocial adjustment. Students develop constructive viewpoints about both their own ethnic group and mainstream society. A side benefit is bilingualism, an important national resource. When properly implemented, bilingual education can produce citizens with all the language, academic, and psychosocial attributes necessary to contribute to a progressive America. (MSE)

ED 283 455 HE 020 434

Corporate Support of Education, 1985.
Council for Financial Aid to Education, New York, N.Y.
PUB DATE- Dec 86
NOTE- 39p.
AVAILABLE FROM- Council for Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($12.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Cycles; *Corporate Support; *Donors; Economic Factors; *Higher Education; Income; Industry; National Surveys; *Philanthropic Foundations; *Private Financial Support; *School Business Relationship

Results of the Council for Financial Aid to Education's 1985 survey of 439 companies providing financial support to higher education are summarized. Attention is directed to: national trends in corporate pretax net income and contributions; inflation; corporate support in relation to total voluntary support and institutional expenditures; the distribution and types of corporate contributions; foundation cash flow by industry; changes in market value of corporate foundation assets by industry; total support of education in relation to worldwide pretax net income and assets; support of education by major marketing areas; comparative rankings of educational support by industry; support of education by purpose; and contributions by manufacturing companies. National estimates include: corporate support of education rose 10.3% in 1985 to an estimated $1.875 billion; education claimed the largest share of total corporate contributions (42.6%); gifts of company products and other property made up one-fifth of reported contributions; more than half of product gifts went to education; and 82% of all corporate education support in 1985 came from the manufacturing companies. (SW)

ED 283 581 JC 870 323

Li, Anita
Storage Methods for Food Commodities. Food Commodities Lesson Plan No. 1.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- Nov 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Food Handling Facilities; Food Service; *Foods Instruction; *Food Standards; Lesson Plans; Teacher Developed Materials; Two Year Colleges; Units of Study
IDENTIFIERS- *Food Storage

Designed as part of a 15-hour community college course in food commodities, this lesson plan was developed to teach students about the proper storage of food. The lesson plan begins with information about the course for which the lesson plan was designed; equipment and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the teacher. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the method of instruction and instructional aids necessary for each step of the lesson. The lesson focuses on reasons for proper food storage; freezer, refrigerator and dry food storage methods; temperature and humidity ranges for each storage method; quality changes; and storage procedures. Transparency masters, a class outline, and a homework assignment are appended. (EJV)

Jose, Paul E.; Hennelly, Sheila

Measures of Social Cognitive Development: Interpersonal Conflict Resolution and Social Rule Understanding.

PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Cognitive Development; *Conflict Resolution; *Elementary School Students; Empathy; Interpersonal Competence; Interviews; *Peer Evaluation; *Social Cognition; Social Development; Sociometric Techniques; Test Reliability; *Test Validity
IDENTIFIERS- *Social Rules; Vignettes

This study sought to validate two measures of social cognitive development: a measure of conflict resolution (Shantz and Shantz, 1982), and a social rule measure (Shantz, 1982). Participants were 214 kindergarten through fourth grade children from two suburban schools, one a public school and the other a Catholic parochial school in the Chicago area. Each child was individually presented with vignettes and then interviewed regarding the measures. The scoring categories for the interpersonal conflict measure were those devised by Shantz and Shantz: (1) forceful strategies, (2) simple conventions and directives, (3) reciprocal conventions, and (4) indirect strategies. Shantz's 10 original categories for ranking rule violation were modified to obtain adequate reliability. New categories were: (1) nominal-evaluative; (2) individual's preference; (3) legalistic; (4) peer reactions; (5) authority reactions; (6) negative physical and social effects to actor; (7) negative physical consequences to victim; (8) victim's emotional reaction; (9) social standards; (10) intrinsic social principles; (11) actor's emotional reaction; (12) individual's rights; and (13) alternative action. The results support the hypothesis that responses to these situations change over age. Older children are more likely to understand the limitations of conventions in the face of individual rights and preferences, and are more aware of intrinsic social principles and empathic responses. Finally, there is tentative support for a negative relationship between level of reasoning and peer rejection. (BN)

Lee, Marvin; Burchinal, Margaret

Children of Poverty: A Multi-Level Analysis of the Determinants of Intellectual Development.

PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged Youth; Family Environment; Infants; *Intellectual Development; *Intervention; Longitudinal Studies; Neonates; Parent Attitudes; Personality; *Poverty; *Prediction; Social Environment; Toddlers; *Young Children

Within a longitudinal design, the present study assessed parental attitudes, quality of stimulation in the environment, historical factors, and children's temperament to identify determinants of cognitive ability at 54 months. Children (n=147) were randomly assigned to one of three treatment groups: a center-based intervention, a home-based intervention, or a control group. Maternal IQ and an index of biological risk at birth were measured. Parental attitudes, quality of the home environment, the number of months in day care, and children's temperament were assessed at regular intervals during the preschool years. The analysis strategy was to select the best regression model from the data of the control sample. The model (composed of measures of center day care attendance, an environmental stimulation factor, task orientation, maternal IQ, and a biological risk index) explained 35% of the observed variance in IQ scores of control group children at 54 months of age. Quality of the home and task orientation as measured during infancy made significant independent contributions to this model. This model was then tested with the two other groups, significantly predicting IQ of children in both the home-based and center-based groups at 54 months of age. The environmental stimulation factor demonstrated a significant linear association with IQ in all three groups. Results of this study demonstrate that a multi-level model of the determinants of cognitive performance at 54 months can be successfully constructed and validated, and underline the relationship between environmental stimulation and children's IQ. (Author/BG)

ED 283 696 SE 048 231

Wiebe, Arthur, Ed.; And Others
Overhead and Underfoot. Book D. Grades 3-4.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 86
NOTE- 70p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 223-230 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Environmental Education; Experiential Learning; Geology; Grade 3; Grade 4; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Physical Environment; Pollution; Process Education; Science Education; *Science Instruction; Skill Development; Weather
IDENTIFIERS- *Science Process Skills

Designed to supplement the mathematics-science curriculum, this booklet contains activities which provide students of grades three and four with opportunities for investigating the weather and natural environment. Fourteen mathematics skills and six science processes are listed and indexed for the five activities on weather, four activities on plants and animals, two on pollution, and the four which focus on soils and rocks. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 755 SO 018 205

Thomas, Paul F.
Understanding Culture and Place.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Area Studies; *Cultural Differences; Cultural Influences; Cultural Traits; Educational Resources; Environment; Ethnic Origins; Ethnic Studies; *Instructional Materials; *Multicultural Education; Secondary Education; Social Environment; Social Sciences; *Social Studies
IDENTIFIERS- *Culture Transmission

Human beings are shaped by their cultural and natural environment, yet there is no systematic in-depth inquiry into world cultures at any given level in the social studies grade spectrum. This article attempts to collect and collate the scattered notions about different cultures and places to which students are exposed from about grade 6 onward with a view to providing textual reference material that will be useful to students and teachers alike. A cultural region is primarily created by humans as they meet human needs. Cultural landscape is defined from the standpoint of human impact on the environment and is not independent of the natural environment; rather, it reflects ways in which a group of people choose to use the natural environment. Different environments offer different ranges of use possibilities for sustaining life. Humans' use of the environment usually requires the use of tools or technology. Social organization occurs so people can manage the environment, and exist with one another, divide the work, and reduce conflict. Charts, student activities and a checklist of terms for review and discussion are included in the article to clarify the concepts to be taught. (SM)

ED 283 382 FL 016 771

Schlumberger, Ann; Clymer, Diane
What To Do in Composition Classes When You Have ESL Students and No ESL Expertise.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Classroom Communication; Classroom Techniques; College Instruction; *Course Organization; Difficulty Level; *English (Second Language); Higher Education; Holistic Approach; Language Skills; Second Language Learning; *Thematic Approach; *Writing (Composition); *Writing Instruction

While the populations of students learning writing in English as a second language (ESL) are diverse and have widely varying needs, three general recommendations to nonspecialist teachers of ESL pupils are to: (1) organize courses according to thematic unity; (2) limit the number of formal, polished essays assigned; and (3) encourage students to develop and use all four language skills (listening, writing, reading, and speaking) in the composition classroom. Composition teachers with a firm grounding in process methodology are in an excellent position to help ESL students develop language skills. The processes of learning a language and learning to write are analogous, and what has been learned about one process can be used to teach the other. (MSE)

ED 283 396 FL 016 794

Mei, Dolores M.; And Others
A Preliminary Look at English as a Second Language Transitional Classes, 1985-86. OEA Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Mar 87
NOTE- 12p.
AVAILABLE FROM- Office of Educational Assessment, New York City Boar of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); Curriculum Development; *English (Second Language); High Schools; High School Students; Limited English Speaking; Program Evaluation; *Program Implementation; Second Language Programs; Student Characteristics; Teacher Background; *Transitional Programs; Urban Schools
IDENTIFIERS- New York City Board of Education

The implementation of New York City secondary-level transitional classes in English as a second language (ESL) is evaluated. The classes are designed to improve the listening, speaking, reading, and writing skills in English necessary for success in mainstream classes. This evaluation, based on data gathered via site visits, interviews, and an examination of curriculum materials, focused on staffing and staff training, student selection and programming, curriculum development, and classroom implementation issues. The classes were found to be diverse in terms of teacher background, student placement and programming, and instructional focus. Based on the evaluation findings, it is recommended that wherever possible, ESL transitional students should be programmed for a corresponding credit-bearing English class and that the ESL program should encourage greater articulation between teachers of the two class types. (MSE)

ED 283 412 HE 020 326

External Studies 1985. Part 1, General Information and Part 2, Statistical Information. Third Annual Report of the External Studies Review Group.

Western Australia Post Secondary Education Commission, Nedlands.

REPORT NO.- ISBN-0-7244-6509-X

PUB DATE- 85
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; College Students; *Distance Education; *Enrollment Trends; *Extension Education; Foreign Countries; Postsecondary Education; *Student Characteristics; Telecommunications
IDENTIFIERS- *Australia (Western Australia)

The 1985 annual report on external studies in Western Australia is presented. Progress within each of five post-secondary institutions is briefly reviewed, with attention to efforts to increase the use of new technologies, improve the quality of resource material and production facilities, and extend the availability of learning opportunities to remote areas. For the five institutions, data are provided on 1984-1985 student enrollments by: student age and mode of study (fully external mode or mixed mode); study mode and field of study; and the students' home address (metropolitan or country areas) and mode of study. The percentage of males and females at each school is also reported. The following areas of concern are also discussed for each institution: institutional monitoring systems, credit transfer, library provision, telecommunications, inter-university enrollment in the external mode, and national cooperation. Degree and diploma programs and courses at each school are listed. The schools are as follows: Murdoch University, University of Western Australia, Western Australian Institute of Technology, Western Australian College of Advanced Education, and Technical Education Division of the Education Department. (SW)

Hunziker, Celeste M.
Persistence and Graduation of UC Davis Undergraduates Admitted by Special Action: 1975-1985.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- May 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Affirmative Action; College Admission; *College Students; Educationally Disadvantaged; Enrollment Trends; Higher Education; *High Risk Students; Institutional Research; *Minority Groups; *Open Enrollment; *White Students
IDENTIFIERS- Educational Opportunities Programs; *University of California Davis

Persistence and graduation rates of University of California, Davis, special action students admitted in any fall quarter from 1975 to 1985 were studied. Special action students show academic potential but do not meet admission requirements of completed course work and academic achievement. The number of special action students during this 10-year period increased by 73%. In 1975 a large majority of special action students were also members of underrepresented (i.e., Student Affirmative Action--SAA) minority groups; by 1985 SAA and White students were equally represented among special action admits. In 1985 SAA students made up 15% of all entering students but 43% of entering special action students. About half of all Black students entering the university were admitted by special action; the proportion of Chicanos was about 25%. Special action students did not persist at rates close to those of regularly admitted cohorts. About 60% of all special action students persist through a second year at the university. About 45% of all special action students entering in fall 1979 or 1980 graduated. About one in two White and Asian special action students graduated, compared with only one in three Black and Chicano special action students. (SW)

ED 283 483 HE 020 497

An Act: House Bill No. 1187. Colorado General Assembly .
Colorado State General Assembly, Denver. House.

PUB DATE- 7 May 85
NOTE- 31p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Role; College Instruction; College Programs; Community Colleges; Educational Finance; Governing Boards; *Government School Relationship; *Higher Education; Public Colleges; State Boards of Education; *State Colleges; *State Legislation
IDENTIFIERS- *AAHE Assessment Forum; *Colorado

The text of Colorado House Bill No. 1187 concerning the reorganization of higher education is presented. The legislation covers: duties and powers of the Colorado Commission on Higher Education and an advisory committee; financing the postsecondary education system; duties and powers of the Commission with respect to appropriations, capital construction, and long-range planning; Commission functions with respect to program approval, review, reduction, and discontinuance; Commission functions in statewide planning; Commission functions with regard to off-campus instruction; Commission organization, meetings, and staff; study, governance, and administration functions by the Commission for vocational and occupational education; tuition and reciprocal agreements; admission standards for baccalaureate and graduate institutions; review and action on existing degree programs; education programs offered at state institutions; the Higher Education Accountability Program; departments, degrees, and diplomas; the role and mission of the University of Colorado and the state community college system; duties of the governing board with respect to the state system; and the state board for community colleges and occupational education. (SW)

ED 283 524 IR 051 996

Taler, Izabella

Burnout: A Survey of Library Directors' Views.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Administrative Policy; Administrator Responsibility; *Administrator Role; *Burnout; Librarians; *Library Administration; Library Surveys; Questionnaires; Special Libraries

The survey described in this report was designed to test whether or not library directors are able to recognize the existence of the problem of burnout (the emotional and physical exhaustion due to continued stress on the job) and how, if at all, top management of the institutions of which the library is a part view and deal with the issue. Survey data were gathered by means of a one-page questionnaire mailed to the heads of 90 libraries in New York State that were selected on the basis of their being part of larger institutions; 40 replies were received. The survey's main finding was that 65% of the library directors perceived burnout among their professional staff. In addition, stress and frustration were most frequently selected as very important warning signs of burnout; and the administrative techniques ranked as very important in dealing with burnout were: (1) to provide realistic job expectations, and (2) to establish clear lines of communication. It is concluded that burnout definitely exists among library professional staff and that the majority of administrators are in need of, or would find useful, some central program sponsored by their organization to address the issues related to job burnout among their employees. Survey statistics are presented in 5 tables; 23 references are provided; and the questionnaire is included. (KM)

ED 283 567 JC 870 307

Student Socioeconomic Characteristics: Spring 1984. First Phase of Fee-Impact Survey.

Field Research Corp., San Francisco, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 84
NOTE- 298p.; Prepared by the Analytical Studies Unit of the Chancellor's Office.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Community Colleges; Day Students; Enrollment Influences; *Enrollment Trends; Evening Students; Fees; Grade Point Average; Minority Groups; Questionnaires; Self Supporting Students; *Socioeconomic Background; State Surveys; *Student Characteristics; Student Educational Objectives; Student Financial Aid; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

In spring 1984, a study of the socioeconomic characteristics of California's community college students was conducted in order to determine the impact of a recently imposed mandatory fee as measured by changes in student ethnicity, income, and academic load. A stratified random sample of 10,247 students from 62 of the state's 105 community colleges was surveyed. Study findings, based on a 69% response rate, included the following: (1) three of every five students were self-supporting; (2) both self-supporting students and students who were financially dependent upon their parents reported median incomes below the median for all California; (3) 80% of all students were working; (4) 33% of all students reported that they intended to transfer to a four-year institution, and nearly 50% were enrolled for occupational skills; (5) the racial and ethnic backgrounds of community college students were comparable to those of all Californians, except that Asians were overrepresented and Hispanics were underrepresented; and (6) of every 10 self-supporting students, 3 had never married; 5 were currently married; 2 were divorced, widowed, or separated; none lived with parents; 6 rented; 4 owned their own homes; and 8 worked. Extensive data tables and the survey instrument are included in the study report. (EJV)

ED 283 595 PS 016 546

Guide to the Interstate Compact on the Placement of Children.
American Public Welfare Association, Washington, D.C.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Jun 85

NOTE- 16p.; Prepared by the Secretariat to the Association of Administrators of the Interstate Compact on the Placement of Women.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; *Adoption; *Foster Care; *Placement; Records (Forms); *Responsibility; *State Legislation
IDENTIFIERS- *Interstate Compact on the Placement of Children

This booklet describes aspects of the Interstate Compact on the Placement of Children, a uniform law establishing orderly procedures for the interstate placement of children and fixing responsibilities for those involved in placing a child. The law has been enacted by almost all of the states and jurisdictions of the United States. Contents focus on such issues as (1) why a Compact is needed; (2) how the Compact came about; (3) what the Compact does, including types of placements covered, who must use the Compact, and safeguards offered by the Compact; (4) procedures for making placement under the terms of the Compact, including administering the Compact, recognizing a placement covered by the Compact, processing referrals for interstate placements, recommended time needed to process requests, making arrangements for child placement, and the sending agency's responsibilities; (5) penalties for illegal placements; (6) related Compacts regulating interstate placement of children; and (7) sources of additional information. The text of the Compact, and examples of forms ICPC-100A, the Interstate Compact Placement Request, and ICPC-100B, the Interstate Compact Report on Child's Placement Status, are provided. (RH)

ED 283 652 RC 016 290

Darch, Craig; And Others

Evaluation of the Williamsburg County Direct Instruction Program: Factors Leading to Success in Rural Elementary Programs.

PUB DATE- Aug 87
NOTE- 37p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Basic Skills; Comparative Analysis; Educational Improvement; Elementary Education; Inservice Teacher Education; Instructional Effectiveness; Language Arts; Longitudinal Studies; Mathematics Skills; *Outcomes of Education; Program Descriptions; Rural Areas; *Rural Education; *School Holding Power; *Self Concept; Teaching Methods; Time on Task
IDENTIFIERS- *Direct Instruction Follow Through Project; *Williamsburg County Public Schools SC

Several evaluation formats were used to examine the impact that the Direct Instruction Model had on 600 selected students in Williamsburg County, South Carolina, over a 7-year period. The performance of students in the Direct Instruction Model was contrasted with the performance of similar students (on the basis of family income, ethnicity, percent with preschool experience, percent with female head of household, and chronological age) who were taught with the district's usual curriculum materials and methods. Students were tested in the basic skills of reading, mathematics, language, and spelling, and measures of self-esteem were taken. Students were compared on standardized tests of academic achievement, the South Carolina Test of Basic Skills, and retention rates at the end of the 12th grade. The direct instruction students showed significantly higher achievement than the local comparison students. Significantly higher results on affective measures were found as well. This report discusses problems facing rural isolated districts such as Williamsburg County and notes extreme poverty, high incidence of illiteracy, and extremely low academic achievement. Components of the Direct Instruction Model are described including innovative curriculum, increased time engaged in academic tasks, and staff development activities. Seven data tables are included. (JHZ)

ED 283 666 RC 016 310

Brown, David L.
Demographic Trends Relevant to Education in Nonmetro America.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.

PUB DATE- 30 Mar 87
NOTE- 28p.; Paper presented at the Rural Education Symposium (Washington, DC, March 30, 1987). Document contains the best copy available of some tables and graphs.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Groups; Educational Attainment; *Educational Demand; Elementary Secondary Education; Employment Patterns; Family Characteristics; Futures (of Society); *Influences; Migration Patterns; Population Trends; Poverty; *Rural Economics; *Rural Education; Rural to Urban Migration; *Rural Urban Differences; *Socioeconomic Influences
IDENTIFIERS- *Demographic Projections

Demographic and socioeconomic conditions and changes in rural communities provide the context for education programs in such areas. Although these conditions have improved since the 1950s, they have worsened since 1980, affecting the human resource base of rural economics. Cyclical and structural changes affect--and are affected--by: (1) reduced nonmetro population growth and migration (significantly less than the 1970s); (2) a slow recovery from the 1979-82 recession (leading to higher unemployment); (3) population composition changes (an overall aging of the population); (4) more traditional family structure than the metro areas; (5) difficulty in attaining formal education; and (6) the changing dimensions of rural poverty. Nonmetro areas dependent on agriculture, mining and natural resource industries are experiencing severe economic stress in the 1980s compared with the boom conditions of the 1970s. Consequently the population and employment growth of the 1970s has reverted to nonmetro outmigration and very slow economic growth. Educational policymakers should therefore plan for sluggish growth or decline--not for rapid or even average growth--in the demand for traditional elementary and secondary education. Further, nonmetro diversity mediates against "one size fits all" policies. References and data showing population changes, migration, unemployment and poverty rates, age distribution, and educational attainment are appended. (JMM)

Civil Rights Restoration Act of 1985. Report, Together with Supplemental and Individual Views. To Accompany H.R. 700. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-99-963-PT-2
PUB DATE- 7 Oct 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); Citizenship; *Civil Rights; Disabilities; Educational Resources; Educational Therapy; Federal Legislation; Government School Relationship; *Handicap Discrimination; Primary Sources; *Rehabilitation; Social Studies
IDENTIFIERS- Age Discrimination Act 1975; Civil Rights Act 1964; Congress 99th; Rehabilitation Act 1973 (Section 504); *Title IX Education Amendments 1972

This legislative amendment affects Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title VI of the Civil Rights Act of 1964. It provides that any program within an organization receiving federal financial assistance brings the entire organization or institution into compliance with federal laws designed to protect the rights of minorities, women, the aged, and the handicapped. The terms "program or activity" and "program" are provided to mean all the operations of a department, agency, special purpose district, or other instrumentality of a state or local government; all the operations of a college, university, or other post secondary institution, or a public system of higher education; all the operations of a local educational agency; and all the operations of an entire corporation, partnership, or other private organization that receives Federal financial assistance. (SM

ED 283 741 SO 017 923

Global History. A Curriculum Guide. Third Semester. Theme VIII: Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today. Student Worksheets. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 83

NOTE- 231p.; For related teacher strategies, see SO 017 922; for other global history materials, see SO 017 913-921. Photographs will not reproduce well.

AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cultural Differences; *Curriculum Enrichment; *Curriculum Guides; Demography; Economic Factors; Environmental Education; *Global Approach; Hunger; International Law; Modernization; Political Attitudes; Secondary Education; *Workbooks; *World Affairs

This packet of worksheets and articles was developed for use by secondary school students in the New York City public schools. It is part of a three semester, eight theme global history course. These worksheets cover the theme "Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today" and are intended for use in conjunction with a separate volume of teaching strategies. To help with the use of these materials each worksheet has been coded to correspond to a specific strategy. The strategies are arranged according to specific sub-themes: (1) "Interdependent National Economies"; (2) "Impact of Environmental Choices"; (3) "Impact of New Technologies"; (4) "Changing Demographic Patterns"; (5) "World Hunger Can Be Eliminated"; (6) "Tradition and Change"; (7) "International Law"; and (8) "Careers in a Global Economy." Questions which accompany each worksheet are included on the appropriate strategy page in the teacher's guide. Maps, graphs, and photographs supplement the text. (APG)

ED 283 427 HE 020 400

Anderson, Charles J.
Survey of Accreditation Issues, 1986. Higher Education Panel Report Number 74.
American Council on Education, Washington, D.C. Higher Education Panel.
PUB DATE- Apr 87
NOTE- 47p.
AVAILABLE FROM- Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036 (prepaid $5.00 members, $8.00 non-members).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Administrator Attitudes; *Educational Quality; Higher Education; *Institutional Evaluation; *Program Evaluation; Questionnaires

Results of a survey concerning accreditation are presented based on 374 responses provided by chief executive officers and other college officials. The findings, which were statistically adjusted to produce national estimates, provide information on: respondents' experience with the accreditation process; issues concerning institutional accreditation and specialized accreditation; and the way that the Council on Postsecondary Accreditation's Assembly of National Postsecondary Education Organizations can work to support and improve the accreditation process. Findings include: 90% of respondents felt that institutional accreditation provides a useful index of institutional quality; about 13,600 programs were accredited by specialized accrediting bodies at three-quarters of the nation's campuses; 75% of respondents reported that specialized accreditation provides a useful index of program quality; and 70% of respondents agreed that most of their programs could benefit from the self-study required by specialized accrediting agencies. A facsimile of the questionnaire is appended, along with a description of the stratification design, weighting procedure, and response rates. (SW)

ED 283 441 HE 020 415

Pinkston, Ria R.
University Support Programs, Academic Achievement, and Retention.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Adult Students; *Ancillary School Services; Higher Education; Student College Relationship; *Student Needs; *Student Personnel Services

The needs of adult college students (25 years old or older) and support services that could promote achievement and retention of these nontraditional students are considered, based on the literature on current research. Of concern are students enrolled in credit courses at two-year or four-year institutions. Attention is directed to four kinds of needs that should be addressed in order for learning to occur: general understanding, basic skills, self-knowledge, and awareness of the mode of learning desired to achieve one's goals (e.g., self-directed, collaborative modes). Adult students' nonacademic needs have also been addressed in studies. Student personnel workers who design support programs are becoming aware of the unique characteristics and needs of adult students, who are returning to college in record numbers. The literature indicates that adult students who participate in support programs sometimes attain higher academic achievement and retention rates than those not involved in such programs. Additional topics addressed in the literature review include: types of barriers to adult students' participation in higher education, skills possessed by adults who have "learned how to learn," and ways to serve adult students through support groups. (SW)

ED 283 498 HE 020 538

Longwood College Involvement Project.

Longwood Coll., Farmville, VA.
PUB DATE- Apr 86
NOTE- 38p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Educational Objectives; *Experiential Learning; Higher Education; Knowledge Level; Learning Experience; *Outcomes of Education; Skill Development; Small Colleges; State Colleges; Student Development; *Student Participation
IDENTIFIERS- *AAHE Assessment Forum; *Longwood College VA

Longwood College's Involvement Project to promote student development is described, and specific assessment materials are provided. Included is an involvement transcript that helps students assess their college accomplishments and how to translate learning experiences into competencies. Fourteen student goals and skills and knowledge areas are specified, as well as opportunities for their acquisition. Details are provided for the goals of effective communication, interpersonal effectiveness, sense of awakening, and critical thinking. The enclosed activities record enables students to document whether they participated in specific groups and activities, the leadership position they held, and dates of membership. The 14 skills and subcategories of skills are included on a worksheet that allows students to write in the specific activities they did for each skill area in order to show how their activities translated into skills. Also included is an Involvement Survey, which helps students see the areas of development on which they are concentrating or neglecting, as well as their relative progress toward the 14 goals. Appended is a 1987 "Proposal for Longwood College Center for Excellence, Individual Student Development" by William S. Moore. (SW)

ED 283 511 IR 012 715

Schmidt, William D.
Learning Resources Programs That Make a Difference. A Source of Ideas and Models from Exemplary Programs in the Field.
Association for Educational Communications and Technology, Washington, D.C.
REPORT NO.- ISBN-0-89240-046-3
PUB DATE- 87
NOTE- 124p.
AVAILABLE FROM- Association for Educational Communications and Technology, 1126 16th Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Case Studies; Computer Uses in Education; Distance Education; *Educational Media; *Educational Television; Elementary Secondary Education; Financial Support; Higher Education; *Instructional Development; *Learning Resources Centers; *Library Services; Organization Size (Groups); Productivity; Program Descriptions; Two Year Colleges
IDENTIFIERS- Organization Charts

Case studies for 27 exemplary learning resources programs, varying in scope from the more traditional audiovisual services center to the integrated learning resources center, are presented in this volume. Public tax-supported programs selected by a national survey of learning resources leaders are included. The programs described are classified by institution as: (1) doctorate-granting universities; (2) comprehensive universities and colleges (i.e., institutions that offer a liberal arts program and have one or more professional or occupational programs but lack a doctoral program); (3) two-year colleges and institutes; (4) public school districts; and (5) regional education agencies. In addition to data about the institution and program--e.g., its physical size, enrollment, and faculty--each case study provides a program description and information on budgeting and financial support, current projects/practices, and staffing. Photographs, organizational charts, and floor plans accompany the case studies. Brief descriptions of 14 additional programs, additional information on the case study programs, and an index of learning resources applications, projects, and services conclude this report. (MES)

ED 283 538 JC 870 264

Harr, Gary L.
An Implementation Plan Affecting Student Learning and Development.
Florida Community Coll., Jacksonville.
PUB DATE- Feb 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; Educational Objectives; *Educational Theories; Individual Development; *Learning Theories; Models; *Program Development; *Student Development; *Student Personnel Services

During summer 1986, the Department of Student Affairs at Florida Community College at Jacksonville adopted a model of student learning and development focused on the theoretical elements that contribute to a holistic view of the ways people grow, learn, and change as they mature. The outcomes-based model focuses on self-direction, including the enhancement of the capacity for self-awareness, self-responsibility, and effective problem solving; and on clear purpose, involving the process of developing appropriate educational plans and realistic and satisfying career plans. The primary theoretical foundation for the implementation model is the work of William Perry, which posits nine stages of intellectual/ethical development, organized within the following four broad categories: dualism, multiplicity, relativism, and commitment. Perry's scheme is equally applicable to the outcome of clear purpose as it is to self-direction. The first requirement of implementing the model is to operationalize the outcomes, after which implementation may be achieved by integrating the model with the planning process, reviewing and modifying existing programs and services, infusing the model into the curriculum, conducting special staff training, and developing alternative delivery systems. (EJV)

ED 283 553 JC 870 293

Wiley, Ben; Robinson, Janet
An Interdisciplinary Studies Program: An Innovative Alternative.
PUB DATE- 19 May 87
NOTE- 34p.; Paper presented at the National Conference on Teaching Excellence and Conference of Administrators (Austin, TX, May 17-20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Core Curriculum; Educational Innovation; *General Education; Humanities; *Interdisciplinary Approach; *Liberal Arts; Program Descriptions; Team Teaching; Two Year Colleges; *Western Civilization

A description is provided of the rationale for, objectives of, and unique and innovative features of St. Petersburg (Florida) Junior College's (SPJC's) Interdisciplinary Studies Program (IDS). First, the paper discusses the national context of renewed attention to the liberal arts, the higher education milieu in Florida, and SPJC's general education requirements. Next, information is provided on the IDS program, an instructional package which pulls the college's 36-hour requirement in humanities, history, ethics, composition, speech, American government, and natural science into a coherent, systematic, and interdisciplinary package focusing on the cultural, intellectual, and scientific heritage of Western man, and the development of students' intellectual skills of critical reading and thinking, and writing and speaking. Next, the paper discusses the innovative features of the IDS program: (1) the IDS becomes the central component of students' programs, around which they fit the specialized courses demanded by their future majors; (2) the IDS includes science in a curriculum with humanities, history, social science, and English; (3) higher-level writing and speaking skills (i.e., rhetorical principles and matters of organization and style) are incorporated into the program; (4) the IDS uses a writing-across-the-curriculum approach, tying writing and speaking assignments closely to the subject matter being dealt with in class; (5) the IDS is block-scheduled into two 4-hour blocks; (6) four-member teams are present and participating in class activities for the entire 4-hour block; and (7) students develop a sense of shared identity. Finally, the paper discusses students' responses to the IDS, and the results of an external program evaluation. Appendices include promotional information,

information on major learning outcomes for each IDS course, and selected student comments on the IDS. (EJV)

Klein, Barry T., Ed.
Reference Encyclopedia of the American Indian. Volume 1, 4th Edition.
REPORT NO.- ISBN-0-915-344-06-8
PUB DATE- 86
NOTE- 649p.; For related document, see ED 020 853.
AVAILABLE FROM- Todd Publications, P.O. Box 92, Lenox Hill Station, New York, NY 10021 ($50.00, plus postage and handling).
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian Education; American Indian History; American Indian Reservations; *American Indians; *American Indian Studies; Audiovisual Aids; Canada Natives; Cultural Centers; Eskimos; Health Services; Libraries; Museums; Organizations (Groups); Periodicals; Programing (Broadcast); Public Agencies; Radio; *Resource Materials; Television
IDENTIFIERS- Canada

Volume 1 of the fourth edition of the encyclopedia contains directory and descriptive listings of organizations in the United States and Canada, resource materials concerning North American Indians, and a bibliography of in-print books about the American Indian. The first section of the volume contains source listings of government agencies, reservations, tribal councils, other Indian tribes/groups, federally recognized tribes/bands, Canadian reserves/bands, national associations, state/regional associations, museums/monuments/parks, libraries with collections pertaining in whole or part to North American Indian subjects, Native American centers, Indian health services, Indian schools, departments/personnel of institutions offering college courses on American Indians, radio/television stations/programs, audio-visual aids, audio-visual distributors, and magazines/periodicals dealing with history/culture/contemporary issues of North American Indians. Each listing gives the address, phone number, chief personnel, and in most cases a brief description of activities and pertinent information. Listings are arranged either alphabetically or alpha-geographically within categories. An explanatory note at the beginning of each section details the type of sources listed and the arrangement. The second part of the volume is a bibliography of approximately 4,500 in-print books. Listed alphabetically, each book entry gives basic bibliographical information and grade level where appropriate. A listing of book titles by subject and a publishers' directory complete the volume. (LFL)

ED 283 682 SE 048 217

Schneider, Joel; And Others
Square One TV: Season One Content Analysis and Show Rundowns.
Children's Television Workshop, New York, N.Y.
PUB DATE- 24 Mar 87
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Educational Television; *Elementary School Mathematics; Elementary Secondary Education; Geometry; Heuristics; Mathematical Applications; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Problem Solving; *Public Television; *Secondary School Mathematics; Statistics; *Television Research
IDENTIFIERS- *Childrens Television Workshop NY

This report describes an analysis of the segments and shows of the first season's production of "Square One TV" in terms of its elaborated goals. It includes charts and graphs showing the treatment of objectives for the series' goals across the 75 shows of the series. The goals of the series are: (1) to promote positive attitudes toward, and enthusiasm for, mathematics; (2) to encourage the use and application of problem-solving processes; and (3) to present sound mathematical content in an interesting, accessible, and meaningful manner. Almost 85% of the segments of the series addressed the first goal by explicitly showing mathematics to be a powerful and widely applicable tool. With regard to the second goal, it was found that 77% of the shows model the use of at least one problem-solving heuristic. More than 93% of the segments address the third goal by incorporating one or more of the series' seven mathematical areas. The document also provides a listing of the shows, with a complete specification of each segment's show number, content, format, length, context, and other information. (TW)

ED 283 712 SE 048 247

Brown, David E.; Clement, John

Overcoming Misconceptions in Mechanics: A Comparison of Two Example-Based Teaching Strategies.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 10 Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Concept Formation; *Concept Teaching; Force; Formal Operations; High Schools; *Learning Strategies; *Mechanics (Physics); *Misconceptions; Physics; Problem Solving; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Science Education Research

Analogies and examples from student's experiences are frequently cited as important to teaching conceptual material. This study was conducted in order to explore the effectiveness of an analogical teaching technique, which uses a connected sequence of "bridging" analogies, compared with a more standard teaching-by-example technique. The target concept involved the common misconception that static objects are unable to exert forces. Of the 21 high school students with no prior physics instruction who were individually interviewed, 14 initially maintained that a table does not exert a force upward on a book resting on it. The latter were divided into two matched groups. Students in each group were asked to think aloud as they worked through one of the two written explanations. After instruction, the experimental group performed significantly better on target and transfer problems, as well as indicating significantly higher subjective estimates of how "understandable and believable" the explanation was. These findings suggest that: (1) teachers need to be aware that certain examples they themselves find compelling may not be at all illuminating for the student; (2) even when the example is compelling to the student, it may not be seen as analogous to the target problem in the lesson; and (3) teachers need to keep in mind the goal of helping students develop visualizable, qualitative models of physical phenomena. (Author/ML)

ED 283 367 FL 016 719

McLaughlin, Barry
Second-Language Learning in Early Childhood: Some Thoughts for Practitioners.

PUB DATE- Oct 85
NOTE- 11p.; In: Second Language Learning by Young Children; see FL 016 716.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Classroom Techniques; Communicative Competence (Languages); Early Childhood Education; *Educational Environment; English (Second Language); *Language Maintenance; Limited English Speaking; *Second Language Learning; *Young Children

There is much that can be done in early childhood education programs to foster second language learning in young children. The research literature on early childhood bilingualism clearly indicates that children can learn two languages simultaneously without apparent effort, without cognitive strain or interference in learning either language adequately. Young children will learn languages best in an environment where the languages are clearly separated by persons. Caregivers can facilitate language learning by talking in an appropriate way to young language learners, as they do intuitively and spontaneously when communicating with a child, and by providing a stimulating and diverse linguistic environment with meaningful social interactions, including those with native-speaking peers. There is considerable evidence from ethnographic research that children from minority cultures learn better when classroom interactional patterns match patterns they are accustomed to, and teachers need to accommodate the child's expectations while gradually introducing mainstream values, language patterns, and interactional styles. Different kinds of classroom structure and teaching behavior work well with children of different language backgrounds. However, care must be taken that the children not lose their first language and culture. (MSE)

ED 283 456 HE 020 435

Karlsson, Britta; Turner, Solveig M.
Practicality of Intermittent Ladder-Level Programs for Health Professionals in the Middle East and Africa.
SPONS. AGENCY- National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE- 87
NOTE- 26p.; This study was supported by a grant from the Education for International Development Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *Developed Nations; *Developing Nations; Feasibility Studies; Foreign Countries; Higher Education; International Educational Exchange; Medical Technologists; Questionnaires; *Study Abroad; *Work Experience
IDENTIFIERS- *Africa; Brain Drain; *Middle East

The potential usefulness of an intermittent ladder curriculum for educating health professionals in the Middle East and Africa was evaluated. Intermittent education would allow students to complete a lower educational qualification abroad and then enter the job market at home for some years before continuing with additional, higher education abroad. This approach might help prevent students from remaining in the educational host country and thus would combat brain drain from developing to developed countries. Thirty-two questionnaires were returned from ministries of education and health, university officials, students, and a health consultant. The majority of respondents felt that the most useful periods for students to return home would be either between the bachelor's and the master's degree or between the master's and the doctoral degree. Twenty-nine respondents felt that intermittent education would help combat brain drain. Nine brief case studies are presented of students who have undertaken intermittent education while preparing for advancement in the medical laboratory field in a developing country. The questionnaire is appended. (SW)

ED 283 582 JC 870 324

Kelly, Diana K.
A Corporate Human Resources Approach to Faculty Development in the Community College.
PUB DATE- 6 May 87
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Business; *College Faculty; Community Colleges; Comparative Analysis; *Corporate Education; Faculty College Relationship; *Faculty Development; *Professional Continuing Education; Two Year Colleges

A comparison is presented of the faculty development activities currently being conducted in colleges with staff development activities in business. Following introductory information, section I reviews the similarities and differences between the organizational characteristics of community colleges and of corporations, and their similar needs for staff development. Section II assesses the current status of faculty development, underscoring the need for faculty development brought about by faculty, student, and environmental changes and highlighting development activities at various colleges. Section III provides an outline of business training practices which may be adapted for use by community colleges, focusing on: (1) the state of the art in corporate human resources development; (2) planning development activities through participation; (3) the role of the training director in putting the goals into action; (4) specific goals for human resources development; (5) the importance of chief executive officer support; and (6) budgeting for human resources development. The concluding section offers a practical action plan for faculty development in community colleges, including research, assessment of needs, planning of initial faculty development activities, follow up, and evaluation. A 10-page reference list concludes the document. (EJV)

ED 283 625 PS 016 748

Asher, Steven R.; And Others
Children's Social Development: Information for Teachers and Parents.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 132p.
CONTRACT- 400-86-0023
AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 202, $8.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Children; Developmental Stages; Elementary Education; *Interpersonal Competence; Intervention; *Parent Education; Parent Influence; *Peer Relationship; Preschool Education; Social Cognition; *Social Development; *Teacher Influence

This compilation of information for teachers and parents translates important aspects of research regarding children's social development and peer relationships into strategies that can be used by parents and teachers to understand and help children who need to develop more effective ways to deal with peers. The publication includes three topical papers, an annotated bibliography of information for parents, and an ERIC computer search reprint on the topic of children's social development. The first paper, "Helping Children without Friends in Home and School Contexts" (Steven Asher and Gladys Williams), discusses the problems of children without friends and suggests ways teachers and parents can help these children develop better peer relationships. "Children's Peer Relationships" (Christine Burton) indicates the importance of peer relationships, discusses some reasons why children have problems with their peers, and suggests ways children can be helped to overcome these problems. "The Development of Social Competence" (Sherri Oden) describes the importance of infants' and children's interaction with others as it relates to the developmental stages of children's social competence. The annotated bibliography contains citations to journal articles of special interest to parents and a list of newsletters and magazines which frequently include information on children's social development. The last section is a reprint of a computer search of the ERIC database divided into portions dealing with preschool and elementary school age children. (BN)

ED 283 697 SE 048 232

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.

Investigations in Mathematics Education. Volume 19, Number 4.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 86
NOTE- 73p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Career Awareness; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Geometry; Learning Disabilities; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Number Concepts; Parent Attitudes; *Problem Solving; *Secondary School Mathematics; *Student Motivation; Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Education Research

This issue of the journal contains abstracts and critiques of ten research reports. They address such topics as: (1) characterizing the Van Hiele levels of development in geometry; (2) children's ideas about commutativity in the early elementary arithmetic program; (3) two children's anticipations, beliefs and motivations about mathematics; (4) a beginning teacher's view of problem solving; (5) the understanding of number concepts by 7-9 year olds; (6) the effects of adjusting readability on the difficulty of mathematics story problems; (7) parent attitudes and student career interests in junior high school; (8) effective teaching, student engagement in classroom activities, and sex-related differences in learning mathematics; (9) strategy training and attributional feedback with learning disabled students; and (10) mathematics achievement of Chinese, Japanese, and American children. Research reports and articles listed in "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE) for April-June, 1986, are also listed. (TW)

ED 283 756 SO 018 209

Weiss, Mary Ann; Weiss, Edwin T., Jr.

Writing in Large Geography Classes.

PUB DATE- 84
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Geographic Education (Toronto, Ontario, Canada, October 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geography; *Geography Instruction; Higher Education; Instructional Materials; Social Sciences; *Social Studies; Writing Evaluation; *Writing Improvement; Writing Instruction; Writing Processes; Writing Skills

Ideas and techniques are presented to make the instructional task of teaching writing in a large geography class easier and more effective. One technique is to allow students to engage in pre-topic and post-topic writing. Before a new topic is discussed, the teacher asks the students to write for ten minutes on anything they know about the topic. The benefits of such a technique are that it sets students to thinking about the topic, helps to stimulate discussion, and allows the teacher to gauge the level of information in the class about the topic to be dealt with. This writing should be read but not graded by the instructor as that could stifle the free flow of expression. After a topic has been covered in class, students write again for ten minutes on the topic. They consolidate and reinforce information and allow the instructor to clarify any misconceptions students may have. Other techniques discussed are "sample" essays and journal writing. Using writing in content classes provides an effective tool for both the teaching of writing and learning the content of geography. (SM)

ED 283 383 FL 016 772

The Role of Language in Black Education. Papers Presented at the Conference on the Role of Language in Black Education (Pretoria, South Africa, February 17-18, 1986). HSRC Education Research Programme No. 6.

Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0408-1
PUB DATE- 86
NOTE- 279p.; Document contains small print.
LANGUAGE- English; Afrikaans
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- African Languages; Afrikaans; Bantu Languages; *Black Education; *Curriculum Design; Educational Environment; Foreign Countries; Inservice Teacher Education; *Language of Instruction; *Language Role; Language Teachers; Learning Readiness; Second Language Instruction; *Second Languages; *Teacher Education; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Africa (South); Language Across The Curriculum

Papers include: "Another Dimension of Readiness To Learn in the Second Language"; "Medium of Instruction in Black Education in Southern Africa"; "Language Across the Curriculum"; "Die milieu binne die skool" ("The Environment Inside the School"); "Language in Black Education: The Environment Outside the School"; "The New Joint Core Syllabuses for English Opportunities, Problems, Solutions"; "Eksemplariese werksdokument: 'Sillabus vir Afrikaans Tweede Taal Hoer Graad Standerd agt tot tien' van die Departement Onderwys en Opleiding" ("Examples of Work Documents: 'Syllabus for Afrikaans Second Language Higher Grade Standard Eight to Ten' of the Department of Education in Training"); "The Revised 1987 Syllabus for Bantu Languages"; "English Language Teaching Methodology"; "Metodologie en die onderrig van Afrikaans" ("Methodology in the Teaching of Afrikaans"); "The Methodology of African Languages"; "The Role of Langage in Black Education, Teacher Education and Training: Colleges of Training"; "An Experimental and Trainee-Centred Approach to Language-Teacher Training: A Proposal"; and "In-Service Training." Thirty pages of commentary conclude the document. (MSE)

ED 283 397 FL 016 795

Carrick, Bruce
ESL Software for Use with High School and Adult Students. A MicroSI Quarterly Report.
Northwest Regional Educational Lab., Portland, OR. Technology Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 15p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adult Education; Adult Students; Class Activities; Classification; *Computer Assisted Instruction; *Computer Software; *Courseware; Difficulty Level; *English (Seco Language); Grammar; High Schools; Individual Instruction; Reading Instruction; *Resource Materials; Second Language Instruction;

Vocabulary Development; Writing Instruction

Forty-four computer programs specifically designed to help studen learn English as a second language (ESL) are listed. The programs chosen focus on a linguistic activity, are appropriate for any proficiency level, are considered appropriate for students of high school and adult age (excluding college-level foreign students), and have been produced or updated since 1983. Programs for native speakers felt to be easily adapted to second language learners are also included, but word processing programs and programs requiring random-access tape and/or a videodisk player are excluded. Tables give information about the software producer, price, needed hardware, copyright, focus, activity type (drills, tutorials, games, and problem-solving), grade level, proficiency level, ESL-readiness, modifiability, and management options. A final section highlights 10 titles with outstanding characteristics and one product line recommended for preview. (MSE)

ED 283 413 HE 020 330

Butcher, Patricia Smith
Coeducation and the Women's Rights Press, 1849-1920.
PUB DATE- 24 Apr 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coeducation; *College Attendance; *Educational History *Equal Education; *Feminism; Higher Education; *Publications; Public Opinion; Serials; Single Sex Colleges; Social Attitudes

The role of the women's rights press in reporting on and advancing coeducation in the United States is considered. The women's rights press was linked to the women's rights movement and articulated the goal that women should enjoy full participation in all aspects of U.S. life, including higher education. This analysis is based on 12 of the most prominent of the women's rights papers published between 1849 and 1920 and representing the major U.S. geographical areas. Using descriptive content analysis, attention is directed to how the editors, correspondents, and readers reacted to the advances and setbacks of coeducation. Topics include: how and why women's rights papers from different geographic regions varied in their perceptions of coeducation's success; reasons for the antipathy of women's rights activists toward colleges for women only; women's response to the causes and effects of the "fear of feminization" which swept through coeducational colleges in the early 1890s; and insights into why public opinion on coeducation shifted over the 71 years covered in the analysis. Analysis of how coeducation was reported in the women's rights press shows the vital link between women's education and their social equality. (Author/SW)

ED 283 470 HE 020 457

Gill, Wanda E.; And Others
Drug Survey.
PUB DATE- 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcoholic Beverages; *College Students; Drinking; *Drug Abuse; Higher Education; *Illegal Drug Use; Institutional Research; Knowledge Level; Marijuana; *Student Attitudes
IDENTIFIERS- *Bowie State College MD; Cocaine; Crack; Heroin

Results of a survey of student perceptions of drugs and drug use that was conducted at Bowie State College are presented. Studies that have been conducted on college students' use of alcohol, marijuana, and cocaine in the last five years are reviewed, along with additional studies relating to the general population and the following drugs: marijuana, "crack," cocaine, and heroin. The survey population consisted of three sections of students enrolled in the Orientation to College class in the fall 1986 semester. The 57 respondents consisted of 35 females and 22 males, and of the total 25 were 18 years old or younger, and 32 were 19 years old or older. Specific research concerns included: students' perceptions of the extent of drug usage by their friends, their perceptions of the least and most harmful drugs, their perceptions of drug usage on the campus, and their knowledge of the signs or symptoms of drug abuse and appropriate services for drug abusers. The survey findings indicate that the majority of students in the sample agreed on the least and most harmful drugs: marijuana and "crack"/cocaine, respectively. About 90% of the students stated that their friends had experimented with drugs. The 10 survey questions are included. (SW)

ED 283 484 HE 020 506

Sheehan, Jacqueline; And Others

Improving Skills of Teaching Assistants.

PUB DATE- Jan 86

NOTE- 12p.; In: Teaching to Potential. Proceedings of the Regional Conference on University Teaching (2nd Las Cruces, NM, January 9-10, 1986); see ED 276 328.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Instruction; *Graduate Students; Higher Education; Instructional Improvement; *School Orientation; *Teacher Effectiveness; *Teaching Assistants; *Teaching Skills; Workshops

IDENTIFIERS- *New Mexico State University

The Graduate Assistant Orientation at New Mexico State University is described. The objective of the orientation is to provide teaching assistants (TAs) with excellent role models for university teaching. The orientation, which is voluntary, communicates to TAs that feelings of uncertainty are understood by the staff. The manner in which the orientation is organized has made it a major event at the beginning of each fall semester. Twelve workshops were developed by master teachers and all were based on the premise that teaching can be learned, practiced, and continually improved. Several workshops deal with the topic of good organization. Alternative methods to the lecture are addressed, along with the effectiveness of different teaching methods. Additional areas addressed by the orientation workshops include: the usefulness of a properly prepared syllabus, goal and priority setting for all graduate assistants and techniques for coping with stress, methods of projecting enthusiasm, knowledge of the subject matter, understanding what to expect from freshman students, knowledgeability about campus facilities and services such as the library, the computer center, and counseling services, and group instructional skills. (SW)

ED 283 525 IR 051 997

Kellogg, Edward Zip
Business, Economics, Management Information.
University of Southern Maine, Falmouth. Libraries.
PUB DATE- Jun 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Administration; Annotated Bibliographies; Banking; *Business; *Economics; Government Publications; Higher Education; Investment; *Reference Materials; *Resource Materials; Statistical Data
IDENTIFIERS- Maine; Pathfinders; *University of Southern Maine

This annotated bibliography includes reference sources pertaining to business, economics, and management that are located in the libraries of the Portland and Gorham campuses of the University of Southern Maine. Specific reference sources are listed under the categories of: (1) indexes and abstracts; (2) dictionaries and encyclopedias, including sources for the fields of accounting, advertising, economics, management, and banking, finance, and investment; (3) directories, including industrial directories, directories of associations, and franchise directories; (4) statistical information, including government periodicals and census data; (5) corporate and investment information; (6) financial and operating ratios; (7) Maine and Portland source materials; and (8) bibliographies and source books of business literature. Typical entries include a brief description of the reference source and its call number. (KM)

ED 283 596 PS 016 549

Carlson, Gail R.; And Others
Child and Family Development Publications.
Lincoln Univ., Jefferson City, Mo. Extension Div.
PUB DATE- 86
NOTE- 21p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Child Rearing; Children; Coping; *Day Care; Early Childhood Education; *Family Life; Family Problems; *Family School Relationship; *Fathers; Parent Participation; Parent Role; Resource Materials; Selection; *Stress Variables; Teacher Role

These parent resource materials address seven topics of concern to parents of preschool, elementary school, and adolescent children. The first brochure offers tips on choosing child care, discussing in-home, family, center, and infant-toddler care. A checklist is included for assessing day care programs, caregivers, and environments. The second brochure offers advice on communication between home and school, communication at home, talking with teachers, and community involvement. The third brochure provides suggestions intended to help families follow through on sharing the responsibility of household tasks. Related materials, such as charts of household tasks, are included along with a learning activity for husbands and wives which is designed to increase awareness of family patterns of task allotment. The fourth brochure, "For Fathers Only," describes characteristics of infants for new and expectant fathers, and offers advice about adjusting to parenthood and getting involved in the care of the child. Twelve guidelines for fatherhood are presented. The three concluding brochures focus on stress, pointing out how parents, caregivers, and teachers can help children cope with stress, and indicating ways of managing teenage stress. Discussions concern the nature of stress, children's response to stress, and what to do if suicide is threatened. (RH)

ED 283 610 PS 016 648

Jose, Paul E.; And Others
Development of the Appreciation of Fables.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Cognitive Development; *Ethical Instruction; *Fables; Justice; *Moral Development; *Schemata (Cognition); Story Telling; Young Adults
IDENTIFIERS- *Just World Hypothesis

This study was designed to discover why young children fail to respond to fables in the same way as older children and adults. The paper describes a model of fable comprehension and appreciation which posits that the moral lesson of a fable is specified by the nature of the outcome that results from the actions of the main character. Although children in late grade school have been found to prefer stories that involve "just-world" resolutions to stories that do not, those in early grade school exhibit no such preference. In a just world, good behavior is rewarded by positive outcomes and morally bad behavior is punished with negative outcomes. The hypothesis of this study was that young children would have difficulty understanding and appreciating fables because they lacked a stable belief in a just world. Each of 171 kindergarten-through-eighth-grade students and 54 college students were questioned about four stories: 1) an Aesop fable, 2) an Aesop fable with reversed outcome, 3) a narrative with good or bad human characters who received either positve or negative outcome, and 4) a similar narrative to story 3 but with animal characters. In stories 3 and 4, outcomes which conformed to just-world resolution were preferred and judged to be more fair by subjects of all ages. Marginally significant results suggest that kindergarten children have not yet integrated the just-world belief into their "story schema." Kindergarteners liked the outcomes of "reversed" fables as much as those of "true" fables, and it was not until late grade school that the outcomes of true fables were reliably liked more. (BN)

ED 283 653 RC 016 291

Petrulis, Mindy; And Others
How Is Farm Financial Stress Affecting Rural America?
Economic Research Service (DOA), Washington, D.C.; Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
REPORT NO.- AER-568
PUB DATE- Jun 87
NOTE- 28p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agribusiness; Agricultural Trends; Community Characteristics; Comparative Analysis; Dislocated Workers; Economic Change; Economic Status; Employment Patterns; *Farmers; *Financial Problems; Government Role; Part Time Farmers; Policy Formation; Population Trends; Public Policy; *Regional Characteristics; Rural Areas; *Rural Economics; Rural to Urban Migration; Trend Analysis
IDENTIFIERS- Counties; Debt (Financial); Diversification; *Farm Crisis; Farmland; *United States (Midwest)

Farming-dependent counties are some of the most economically distressed parts of nonmetropolitan America because their inability to diversify economically has left them vulnerable to changes in natural resource markets, commodity prices, and farm conditions. The Midwest has been hit hardest. The greatest proportion of highly leveraged farms is in the Northern Plains, Lake States, and Corn Belt, where more than 25% of the farms are saddled with debt/asset ratios of 40% or more. Many of the 702 farming-dependent counties among the 2,443 nonmetro counties have been unsuccessful in attracting enough nonfarm jobs to fully offset farm job losses. Those that have succeeded are more densely settled, have more young residents, and are economically diverse. Farm financial stress brought about a steady population loss in 60% of the nation's nonmetro farming-dependent counties between 1980 and 1984, sharply contrasting with population drops in only 29% of other nonmetro counties. Because the farm crisis and the resulting stress for rural governments may turn out to affect entire regions, an argument exists for the Federal Government to play a role in helping to restructure the farm sector and to assist those farmers who must leave farming. (JHZ)

ED 283 728 SO 017 798

Lichter, S. Robert; Rothman, Stanley

The Media Elite and American Values. Ethics and Public Policy Reprint No. 38.

Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-084-2
PUB DATE- Apr 82

NOTE- 14p.
AVAILABLE FROM- Ethics and Public Policy Center, 4720 Boston Way, Lanham, MD 20706 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Beliefs; *Demography; Higher Education; Information Sources; Journalism; *Mass Media; Media Research; *News Media; Nonprint Media; *Political Attitudes; Political Campaigns; *Social Attitudes; Social Science Research; Value Judgment; Values

In this information-saturated society, only a tiny part of the daily barrage of facts and opinions that pour forth from a 100 sources can be received and absorbed. Consequently, individuals must depend on the major media of communication to sift the information and decide what is worthy of being called news. Two hundred-forty journalists and broadcasters, largely from the prestige media, including "The New York Times," the "Washington Post," the "Wall Street Journal," "Time," "Newsweek," and the television networks were interviewed. These media elite identify themselves as liberals, and from 1964 through 1976 they voted for the Democratic presidential candidate 80% of the time. On many social and political issues, their views differ notably from middle class American values and preferences; 89%, for example, support abortion on demand, and 58% believe that the United States exploits the Third World and causes poverty there. The study reveals that the media elite see the business elite as the most influential leadership group (other than politicians) in the United States and themselves as second. The journalists believe, however, that they themselves should be in the top position of influence. The consequences of this combination of influence, aspiration, and bias in the media elite are difficult to measure, but common sense buttressed by solid content studies suggests there is a link between journalists' policy preferences and their performance. (BZ)

ED 283 742 SO 018 050

Corbin, Denee J.
Activities for Teaching the U.S. Constitution in the Elementary Grades.
PUB DATE- Apr 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; American Studies; *Civics; *Constitutional History; Educational Games; Educational Objectives; Elementary Education; Instructional Materials; *Learning Activities; *Learning Strategies; *Social Studies; *United States Government (Course); United States History
IDENTIFIERS- *United States Constitution

Designed to work with and be integrated into the existing curriculum, this learning packet contains activities that encourage discussion and critical thinking by students about the U.S. Constitution. The first activity teaches fundamental principles of government while the second asks students to explain how the Constitution was written through rewriting its preamble in their own words. The third activity encourages critical thinking about the protection of civil rights by presenting different situations and having students decide how people are protected by the Bill of Rights. Activity four promotes writing and thinking skills by having students express opinions on the secrecy of the Constitutional Convention by writing letters to a newspaper. The fifth activity describes life in 1787 through a fictitious press conference with Dolly Madison. Other activities (crossword puzzles, word searches, and a trivia game) teach important terms and facts associated with the Constitution. A bibliography is included. (SM)

ED 283 428 HE 020 402

Thomas, Charles R.; van Hoesen, Dana S.
Administrative Information Systems: The 1985 Profile and Five-Year Trends. CAUSE Monograph Series.
CAUSE, Boulder, Colo.
REPORT NO.- GE20-0793-00
PUB DATE- 86
NOTE- 191p.; For the 1980 profile, see ED 217 749.
AVAILABLE FROM- CAUSE Publications, 737 29th Street, Boulder, CO 80303 ($12.00, nonmembers; $6.00 members).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; Budgets; *College Administration; Computer Oriented Programs; *Computers; *Computer Software; *Data Processing; Higher Education; *Management Information Systems; Private Colleges; Programers; Public Colleges; Questionnaires; School Size; School Surveys; Systems Analysts; Trend Analysis

Information is presented about the administrative computing activities of colleges and universities belonging to CAUSE (the professional association for computing and information technology in higher education). Profiles and trends are provided based on 1985 Member Institution Profile Surveys conducted in 1980, 1983, and 1985. A total of 350 institutions responded in 1980, 318 in 1983, and 400 in 1985. Most of the data are summarized according to the responding institutions' political control (public or private), type (university, four-year or two-year), and size. Profiles cover computing organizations, staffing, budgeting, computer hardware and communications, and software used by the responding institutions. Trends include the following: administrative computing is reporting to a higher level in academic institutions; although most academic and administrative computing organizations are combined, there is some movement toward separation of these functions; and analyst/programming staffs are growing, while operations and systems programming staffs are declining. Appended are a list of participating institutions and a 1985 survey form. (SW)

College-Bound Digest. Valuable Information from Prominent Educators for all College-Bound Students. Revised Edition.

Who's Who among American High School Students, Northbrook, IL.

REPORT NO.- ISBN-0-915130-97-1
PUB DATE- 87
NOTE- 57p.; For previous edition, see ED 235 710.
AVAILABLE FROM- Educational Communications, Inc., 721 N. McKinley Road, Lake Forest, IL 60045.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Admissions Counseling; Advanced Placement Programs; Aptitude Tests; Church Related Colleges; College Applicants; *College Bound Students; *College Choice; *College Entrance Examinations; Equivalency Tests; Higher Education; High Schools; *High School Students; Liberal Arts; Majors (Students); Research Universities; School Counselors; Selective Colleges; Single Sex Colleges; State Universities; Student Financial Aid; Test Coaching; Two Year Colleges

Information for students, counselors, and parents to help in the evaluation of options and opportunities available for most college-bound students is presented in 20 articles. Titles and authors are as follows: "Getting the Most from Your High School Counselor" (James Warfield); "The Use of the SAT at Selective Colleges" (Judith Gatlin); "Tips on Taking the SAT" (Ernest W. Beals); "Can You Prepare for the SAT" (Stanley H. Kaplan); "Searching for Student Financial Aids" (S. Norman Feingold, Marie Feingold); "Tough Questions to Ask Any Admissions Officer" (Robert G. McLendon); "Common Mistakes Students Make in Selecting a College" (William B. Stephens, Jr.); "The Advantages and Pitfalls of Advanced Placement and Credit by Examination for the Freshman Year of College" (Carl D. Lockman); "The Academic and Social Benefits of Large American Universities" (James C. Blackburn); "The Academic and Social Advantages of a Private Church-Related College or University" (A. Mitchell Faulkner); "Advantages of Attending a State University" (Stanley J. Koplik); "Advantages of a Women's College" (Julia McNamara); "Opportunities at Independent Research Universities" (F. Gregory Campbell); "Choosing the Right College Major" (James E. Moore); "A Yearn to Earn" (Lawrence B. Durham); "The Two-Year Experience" (Jacob C. Martinson, Jr.); Preparing for a Career in the Arts" (Gene C. Wenner); "The Value of a Liberal Arts Education" (David Maxwell); "Guide to Guides for High-School Students" ("Chronicle of Higher Education" reprint); and "Learning a New Role" (Paul Krouse, Ann Krouse). (SW)

ED 283 499 HE 020 666

To, Duc-Le
Estimating the Cost of a Bachelor's Degree: An Institutional Cost Analysis.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-87-320
PUB DATE- Sep 87
NOTE- 98p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; Class Size; College Instruction; *Comparative Analysis; *Cost Estimates; *Cost Indexes; Costs; *Educational Economics; Educational Finance; *Expenditures; Geographic Regions; Higher Education; Institutional Characteristics; Operating Expenses; Peer Institutions; Predictive Measurement; Private Colleges; Public Colleges; School Size; State Aid
IDENTIFIERS- *College Costs; Indirect Costs

The cost of a bachelor's degree was estimated and compared for different types of institutions. The objective was to develop a single index to show how much each type of institution spends on producing a bachelor's degree graduate, and to use trend data to show how these costs will change over time. The basic concept associated with the cost of a bachelor's degree and the technical problems involved in the estimation are discussed. Of concern are direct costs, which include only instruction expenditures, and full costs, which include both direct costs and allocated costs. To determine how the major characteristics of colleges affect the costs of bachelor's degrees, schools are classified according to their full costs of bachelor's degree: the low-cost group is the lowest 25% of these ranked institutions, while the highest 25% is the high-cost group, and the ones in between (25-75%) are the medium-cost group. Main factors in cost determination include: the composition of students (e.g., part-timers, graduate students); class size; affluence and prestige; and school size. A sensitivity analysis and methodology modifications are included. Appended are rebuttal comments on the cost issue and the analysis by Paul T. Brinkman and Dennis P. Jones, Alan P. Wagner, and Robert Zemsky and

an afterword by Chester E. Finn, Jr. (SW)

ED 283 512 IR 012 716

Takakuwa, Yasuo
Media Education in Japan (Retrospect and Present Trends).
PUB DATE- 86
NOTE- 17p.; Paper presented at the International Television Studies Conference (London, England, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Instruction; Computer Literacy; Conferences; *Educational Media; Educational Radio; Educational Television; Elementary Secondary Education; *Film Study; Foreign Countries; History; *Instructional Films; *Media Research; Newspapers
IDENTIFIERS- *Japan

This overview of the development of media education in Japan begins with a discussion of the motion picture as entertainment and the public attitude toward film in Japan during the early years of the century. The introduction of film education into the schools in the 1920s--both teaching by film and teaching about film--is then described together with the introduction of radio education in 1935. Post World War II developments in media education are discussed in more detail, including: (1) the use of film as a teaching tool rather than a subject of study during the 1950s and 1960s; (2) emphasis on press education in order to understand and utilize newspapers during the 1950s; (3) an exceptional program in film appreciation and techniques at Seijo Elementary School in Tokyo, which began to use films regularly in classroom teaching in 1921; (4) impact of television on school curricula; and (5) the importance of computer literacy. As an illustration of the importance of media education in the Japanese academic world, recent symposia in Japan that have featured relevant discussions are listed, and current Japanese research in the field is summarized. (MES)

ED 283 539 JC 870 270

Grulick, Lawrence Edward
A Study of Various Admission Tests for Use in the Placement of Entry-Level Students at Florence-Darlington Technical College.
PUB DATE- 87
NOTE- 45p.; Master's Thesis, University of South Carolina.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement; *College Entrance Examinations; Community Colleges; Comparative Analysis; *Criterion Referenced Tests; Educational Testing; Mathematics Skills; *Mathematics Tests; Predictive Validity; *Standardized Tests; Student Placement; Technical Education; Test Construction; Testing Problems; *Test Reliability; Test Results; *Test Validity; Two Year Colleges

In fall 1986, a study was conducted at Florence-Darlington Technical College (South Carolina) to measure the reliability and validity of the TEC-MAT, a newly developed entrance test. The TEC-MAT instrument, a criterion-referenced test consisting of 100 items assessing numerical skills, was field tested among a group of entry-level freshmen already accepted into the program. The study sought to determine if there were any significant correlations between the TEC-MAT and the Scholastic Aptitude Test (SAT), the Career Planning Program (CPP) test, and the Test of Adult Basic Education; to measure the content validity and objectivity of the TEC-MAT; and to evaluate whether the TEC-MAT test was correlated with measured student success. Out of 980 entering freshmen, 291 students volunteered for the study. Participant results on the TEC-MAT were compared with their scores on the traditional entrance tests and correlated with first-quarter grade point averages (GPAs) and mathematics course grades. A sub-group of students were retested on the TEC-MAT the following week to measure test reliability. Study findings included the following: (1) the test-retest correlation was found to be moderately high for 101 observed pairs; (2) four mathematics instructors, who evaluated the TEC-MAT for content validity, reported that the test showed little difference from the Modular Analysis of Learning Difficulties test; (3) objectivity, which was measured in terms of item difficulty and item discrimination, was found to be fairly high; and (4) correlations with GPA indicated that the TEC-MAT was as predictive of student success as the SAT-MATH portion and the CPP test. (PAA)

ED 283 554 JC 870 294

Statistical and Financial Information of Kansas Community Colleges.

Kansas State Dept. of Education, Topeka.

PUB DATE- Mar 87
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Deans; Assessed Valuation; Budgets; *College Faculty; *Community Colleges; Educational Finance; *Educational Trends; *Enrollment; Expenditure per Student; *Expenditures; *Financial Support; Income; Salaries; State Aid; State Surveys; Statistical Data; Tax Allocation; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Kansas

This report provides statistical and financial data about the 19 community colleges in Kansas, based on information submitted to the State Department of Education by the community colleges. The nine sections of the report present: (1) actual revenues and expenditures by institution with state totals for 1985-86; (2) 1986-87 adopted general, employee benefit, vocational education, adult education, and adult supplementary education fund budgets by institution; (3) 1985-86 actual expenditures in the same categories; (4) sources of revenue by institution; (5) full-time equivalent (FTE) enrollment for September 1985 and September 1986, 1985-86 general fund budget per pupil, 1986-87 legal maximum general fund, and 1986-87 general fund budget per pupil by institution; (6) 1986-87 mill levies and a 5-year history of total mill levies by institution; (7) assessed values for 1982 through 1986; (8) the number of FTE classroom teachers and their average salaries by institution for 1985-86 and 1986-87; and (9) the number of FTE deans and their average salaries by institution for 1985-86 and 1986-87. (EJV)

Spahr, Anthony E.

The Relationship between Grades Earned in Introductory Nursing Courses and Several Predictor Variables: An Exploratory Study.

Morton Coll., Cicero, Ill.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Basic Skills; Community Colleges; Educational Testing; *Grades (Scholastic); Introductory Courses; *Nursing Education; *Predictor Variables; Student Evaluation; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Nelson Denny Reading Tests

A study was conducted at Morton College (Illinois) to gain a better understanding of the factors which contribute to academic success in introductory nursing courses, and to investigate the relationship between the following variables: student grades in Fundamentals of Nursing I and II, Anatomy and Physiology I, and Rhetoric I; and their scores on the Nelson-Denny Reading Tests and on two in-house mathematics placement examinations. The course grades and test scores of the study sample of 47 first-year nursing students were slightly above average on most of the academic and achievement measures. Correlation and regression analyses suggested that success in introductory nursing courses was related to a student's ability to read, write, and understand fundamental concepts of anatomy and physiology. To a lesser extent, success was also correlated with ability to perform basic mathematical operations. Based on study findings, it was suggested that the college consider the establishment of comprehensive pre-admission assessment programs, review high school transcripts and other records of previous academic work more closely, and implement curricular changes, including remedial education, to insure that students develop needed basic competencies. (EJV)

ED 283 638 RC 016 236

Outdoorsman, Unit I.
Alberta Dept. of Agriculture, Edmonton.
REPORT NO.- WP470-83
PUB DATE- 83
NOTE- 62p.; For related documents, see RC 016 237-240.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Camping; *Conservation Education; First Aid; Foreign Countries; Orientation Materials; Orienteering; *Outdoor Activities; *Outdoor Education; Preadolescents; Program Guides
IDENTIFIERS- 4 H Clubs; *4 H Programs; Environmental Awareness; Knives

The first of three units of the 4-H Outdoorsman Program is designed to teach basic campcraft skills and to promote environmental awareness for 4-H members in British Columbia, Alberta, Saskatchewan, and Manitoba. The manual contains information and instruction on; special responsibilities in the outdoors (including conservation and clean up), first aid, knives and their use, knotcraft, campfires, campouts, hiking on field trips, orienteering without a map or compass, studying the environment, records and recordkeeping. The requirements for the outdoor kit for display on Achievement Day are listed, as well as fun time action projects to be done at leisure. A project evaluation form and metric conversion tables are included. (JMM)

ED 283 667 RC 016 311

Bibliografia en Espanol (Bibliography in Spanish).
San Diego County Office of Education, CA.
PUB DATE- Apr 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Books; *Childrens Literature; Cultural Context; Elementary Secondary Education; Folk Culture; *Foreign Language Books; Limited English Speaking; Non English Speaking; *Reading Materials; *Spanish

Teachers, librarians and resource teachers are provided with a list of 110 high quality books in the Spanish language which will help the needs of limited and non-English-speaking students. The entries are annotated in English and graded "Primary," "Intermediate," and/or "Junior High." Four of the stories are classified as Spanish/English. The materials included were published between 1967 and 1979. (JMM)

ED 283 668 RC 016 312

Mexican American K-8 Bibliography.
San Diego County Office of Education, CA.
PUB DATE- Oct 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Books; *Childrens Literature; Cultural Awareness; Cultural Context; Elementary Secondary Education; *Mexican Americans; Mexicans; *Reading Materials; Values

Forty-five books about Mexican Americans are listed to provide children of all ethnic groups with a better understanding of the Mexican American culture. Each entry is annotated and graded "Primary," "Intermediate," and/or "Junior High." The materials, primarily about children, were published between 1946 and 1983. (JMM)

ED 283 683 SE 048 218

Frazer, M. J., Ed.; Kornhauser, A., Ed.
Ethics and Social Responsibility in Science Education.
REPORT NO.- ISBN-0-08-033911-5
PUB DATE- Oct 86
NOTE- 273p.
AVAILABLE FROM- Pergamon Press, Fairview Park, Elmsford, NY 10523
($31.00 hardcover--ISBN-0-08-03911-5; $15.25
softcover--ISBN-0-08-033912-3).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTORS- Controversial Issues (Course Content); *Elementary School Science; Elementary Secondary Education; Environmental Education; *Ethics; Global Approach; Moral Values; Science Activities; *Science and Society; Science Education; *Science Instruction; *Secondary School Science; *Social Responsibility; Teaching Methods; Values Education
IDENTIFIERS- *Societal Needs

Questions of ethics and social responsibility are considered by many to be important issues in science education. Teachers are being exposed to the difficult task of dealing with global problems and values. This book contains papers which deal with this apparent dilemma, raising questions about the responsibilities of science educators in the teaching of ethics with regard to science and technology. The first part of the book discusses principles and approaches to the problems of ethics and social responsibility in science education. Arguments are presented about the role of education in contributing to the development of a moral society. Various global issues are described and the ethical choices of scientists in working toward solutions to the problems are presented. The second half of the book deals with methodological approaches toward ethical and social problems in science education. A variety of teaching strategies are outlined and strong warnings against not teaching what is right and wrong are given. Specific topics such as human reproduction, environmental pollution, and women in science are presented as examples of issues that could be addressed. A bibliography is included. (TW)

ED 283 713 SE 048 248

Treagust, David F.; Haslam, Filocha

Evaluating Secondary Students' Misconceptions of Photosynthesis and Respiration in Plants Using a Two-Tier Diagnostic Instrument.

PUB DATE- Mar 86
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Cognitive Processes; Concept Teaching; Diagnostic Tests; Foreign Countries; *Misconceptions; Multiple Choice Tests; *Photosynthesis; Science Education; *Science Instruction; *Science Tests; Secondary Education; *Secondary Schoo Science; *Test Construction
IDENTIFIERS- Australia (Western Australia); *Science Education Research

Based on the premise that multiple choice tests can be used as diagnostic tools for teachers in identifying and remedying student misconceptions, this study focused on the development of an instrument for diagnosing secondary students' understanding of photosynthesis and respiration. Information is presented on: (1) procedures of development of the two-tier instrument for assessing students' understandings of photosynthesis and respiration in plants; (2) test results based on administration to students of secondary schools from Perth, Western Australia; and (3) application possibilities for teachers in a classroom setting. Propositional statements representing the knowledge required to comprehend the mechanisms of photosynthesis and respiration are listed and sample questions from the instrument are included. Also identified are representative students' misconceptions from a series of pilot studies on photosynthesis and respiration in plants. (ML)

ED 283 368 FL 016 720

Diaz, Rafael M.
The Intellectual Power of Bilingualism.
PUB DATE- Oct 85
NOTE- 16p.; In: Second Language Learning by Young Children; see FL 016 716.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Code Switching (Language); Cognitive Development; Cultural Awareness; Cultural Context; *Intellectual Development; Language Research; Metacognition; *Second Language Learning; *Young Children

While early research suggests that bilingualism creates a language handicap in individuals, more recent and methodologically better research clearly supports the advantages of bilingualism in promoting overall cognitive development. Three major explanations for this improved development are proposed: that (1) the bilingual-bicultural child experiences the world from two different perspectives, increasing his awareness and moving him away from a limited, egocentric point of view; (2) the code-switching process inherent in bilingualism facilitates development of a more flexible approach to cognitive problems; and (3) the bilingual's metalinguistic awareness or objectification of language promotes higher levels of abstract thinking and concept formation. The cognitive and academic advantages observed in bilingual children are usually the result of additive bilingual situations, in which the child's two languages are developing and functioning in parallel, rather than subtractive situations in which mastery of the second language is achieved at the expense of competence in the first. Bilingual education is not only a right, but also an excellent tool for enhancing the academic and intellectual potential of our children. (MSE)

ED 283 583 JC 870 325

Report of the Student Evaluation of the Milwaukee Area Technical College. Student Survey Report.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

PUB DATE- Aug 87
NOTE- 108p.; The survey instrument contains small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Day Students; Educational Trends; Evening Students; *Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Weekend Programs

In April 1987, a survey was conducted at Milwaukee Area Technical College (MATC) to provide students with the opportunity to evaluate the college's functions, services, and facilities, and to gather data to construct profiles of MATC day, evening, and weekend college students. Questionnaires were administered in class to 7,725 MATC students, including 3,010 day students, 4,110 evening students, and 605 weekend college students. Study findings included the following: (1) a majority (i.e., 56% day, 56% evening, and 62% weekend) of MATC students were women; (2) the median age of students had increased slightly in recent years to 25.8 for day students, 31.7 for evening students, and 32.8 for weekend students; (3) 38% of the day students, 39% of the evening students, and 51% of the weekend college students had dependent children; (4) 4.2% of the MATC students spoke an Asian language at home; and (5) the percentage of minority students had been gradually increasing. The evaluation items revealed that students were well pleased with their instructors, the courses they were taking, and their treatment by instructional and non-instructional personnel; and also rated instructional facilities, equipment, and services and facililties for the handicapped highly. Areas of concern included student lounges, registration procedures, athletic activities, recreational facilities, and child care services. Tables showing survey responses by campus and the survey instrument are included. (EJV)

ED 283 698 SE 048 233

Mucha, Lynda
Attitudinal and Achievement Effects of Mathematics Homework Games on Second Grade Students and Their Parents.

PUB DATE- May 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Educational Games; *Elementary School Mathematics; *Homework; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Parent Attitudes; *Parent Participation; Parent Student Relationship; Primary Education; Student Attitudes
IDENTIFIERS- *Mathematics Education Research

This study was designed to examine the academic and attitudinal effects of a mathematics homework program on second grade children. The program was developed around mathematical games and stressed parental involvement. Data were collected through a pre/post attitudinal survey, a mathematics pre/post skills test, and a parent/student survey on the game format. The treatment occurred over an 11-week period and was analyzed by examining correlations between attitudes, parental involvement, and mathematics achievement. Responses to the instruments indicated that the parents were willing to become involved in their child's homework. Gains were registered in attitude and achievement levels. Appendices consist of the homework games and the parent and student questionnaires. (ML)

ED 283 757 SO 018 210

Neeson, Eileen; And Others

The Western Hemisphere: Themes I and II. Social Studies Grade 5.
Teacher Strategies and Student Worksheets.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-611-3
PUB DATE- 85
NOTE- 339p.
AVAILABLE FROM- Board of Education of the City of New York, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; *Cross Cultural Studies; Cultural Awareness; *Cultural Education; *Economics; *Environmental Education; Foreign Countries; Geographic Regions; *Geography; Grade 5; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; North American Culture; Social Studies
IDENTIFIERS- Canada; Central America; Mexico; South America; *Western Hemisphere

This social studies curriculum integrates the study of geographic, economic, historic, political and social features of nations in the Western Hemisphere with the development of key concepts and skills. While this curriculum focuses on the geographic and economic features of countries in the Western Hemisphere, it gives equal weight to the history and culture of each region studied. The curriculum is designed to help students understand that the environment influences but does not determine culture. Human beings make choices about what to do with their environment and these choices are influenced as much by history as by geography. This curriculum also emphasizes the interdependencies that have linked and continued to link people in the Western Hemisphere. Through the process of cultural diffusion, ideas, values, and products have been exchanged between societies, and changes have resulted from these cross-cultural contacts. An appreciation of the connectedness as well as the diversity of the various nations in the Western Hemisphere will promote an understanding in students of the links between nations today. This bulletin contains teaching strategies, springboard activities, and worksheets. (BZ)

ED 283 384 FL 016 782

Katona, Judy K.; Papp, Bela
English-Hungarian Phrasebook with Useful Wordlist.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refug
Programs.
PUB DATE- Nov 86
NOTE- 136p.
AVAILABLE FROM- Center for Applied Linguistics, 1118 22nd St. N.W.,
Washington, DC 20037 ($5.00).
LANGUAGE- Hungarian; English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Basic Vocabulary; *Daily Living Skills; Dialogs
(Language); Employment; *English (Second Language); Expressive

Language; Food; Geography; Health; Housing; *Hungarian; Immigrant
*Interpersonal Communication; Language Skills; Monetary Systems;
Number Systems; Uncommonly Taught Languages; Units of Study

The phrasebook, designed for newly-arrived Hungarian residents in the United States, contains English phrases in 19 units covering a wide range of situations and introducing the daily activities of American life. They are presented in the form of two-line dialogues, are grouped by subject, and are selected for their directness, brevity, and relevance to new residents' needs. Words and expressions that accomplish the most important language functions are underlined. Hungarian-English and English-Hungarian wordlists provide commonly-needed terms. Unit topics include coping with the language useful etiquette, giving information about oneself, recognizing signs, weights and measures, using numbers, dealing with money, dealing with time, locating things, describing things and people, doing things, going places, conveying information, health, food, clothing, housing, jobs, and schools. A map of the United States is also included. (MSE)

Japan Association of Language Teachers (JALT) Journal, Volume 8, 1986-1987.

Japan Association of Language Teachers.

PUB DATE- Jul 87
NOTE- 258p.; Alternatively called "The JALT Journal." Also a special supplement of "The Language Teacher."
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cognitive Style; College Students; Communicative Competence (Languages); *English (Second Language); *Error Patterns; Evaluation Criteria; Eye Contact; Grammar; Higher Education; *Intercultural Communication; Language Role; Language Teachers; Nonverbal Communication; Response Style (Tests); Second Language Instruction; Second Language Learning; *Student Attitudes *Student Teachers; Teaching Guides; Teaching Styles; Verbs; *Writing Instruction; Writing Processes
IDENTIFIERS- Americans (United States); Error Correction (Language); *Japanese People

This document consists of the two volume 8 issues of "The JALT Journal," containing the following articles: "The Acquisition of English Interrogatives by a Japanese Speaker" (Yoko Shimada); "Evaluating Teachers' Guides: Do Teachers' Guides Guide Teachers?" (Hywel Coleman); "Teaching and Learning Styles of ESL Student Teachers" (Christine Uber Grosse); "Teaching Writing as a Process of Communication at the Tertiary Level" (Michele Chan); "Second Language Learning Errors: Their Types, Causes and Treatment" (Hanna Touchie); "Response Styles of Japanese and American College Students" (Frances Horler, Junichi Yamazaki); "A Study of Nonverbal Intercultural Communication between Japanese and Americans--Focusing on the Use of the Eyes" (Takahiko Hattori); "Sources of Error: The Third Person Singular Present in Japanese Learner English" (Neville Saunders); "Development of Pragmatic Competence by Japanese Learners of English" (Tomoko Takahashi, Leslie Beebe); and "English as an International Language (EIL): Smith's Philosophy of English for Intercultural Communication" (Yukihiro Nakayama). Book reviews and proceedings from a November 1986 JALT conference held in Hamamatsu (Japan) are also included. (MSE)

ED 283 414 HE 020 332

Current Funds Revenues and Expenditures in Institutions of Higher Education: Fiscal Year 1985. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-315B
PUB DATE- Mar 87
NOTE- 67p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Expenditure per Student; *Expenditures; Federal Aid; Fellowships; Geographic Regions; Higher Education; *Income; National Surveys; *Private Colleges; *Public Colleges; *Resource Allocation; Scholarships; *School Funds; State Aid; Trend Analysis; Tuition; Two Year Colleges
IDENTIFIERS- *Higher Education General Information Survey

Current funds revenues and expenditures at two-year and four-year U.S. colleges and universities are reported for fiscal year (FY) 1985, based on findings from the Financial Statistics of Institutions of Higher Education survey, which is part of the Higher Education General Information Survey. Narrative summaries of the findings are presented, along with data on: current funds revenues for colleges by source and by level and control of institution; current funds expenditures and mandatory transfers of colleges by function and by type of institution; student-related current funds revenues and expenditures per full-time equivalent (FTE) student by type of institution; tuition and fees of colleges by region and state and by type of institution; local, state, and federal appropriations to colleges by region and state and by level of institution; educational and general expenditures; and scholarship and fellowship awards from restricted and unrestricted funds of colleges. It was found that both revenues and expenditures increased nearly 10% between FY 1984 and FY 1985 at all higher education institutions, despite declining FTE enrollment. Technical notes on the database and definitions of terms are appended. (SW)

ED 283 457   HE 020 436

Lukas, Karen Hammerlund
Austria. A Study of the Educational System of Austria and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
REPORT NO.- ISBN-0-910054-89-4
PUB DATE- 37
NOTE- 180p.
AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, NW, Suite 330, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; College Admission; *College Students; Educational Certificates; Elementary Secondary Education; Fine Arts; *Foreign Countries; *Foreign Students; Grading; Higher Education; *High School Students; International Education; Social Work; *Student Placement; Teacher Education; Vocational Education
IDENTIFIERS- *Austria; *Foreign Educational Credentials; United States

Information on the educational system of Austria and guidelines on the placement of Austrian students in U.S. high schools and colleges are presented. After a brief introduction on the country and the basic structure and principles of the educational system, attention is directed to primary and secondary education. Vocational educational offerings in Austria are also covered, and information is provided on admission criteria for each type of vocational program, the length of the program, and the final certificate. The following programs are also described: social work education, fine arts education, teacher education, paramedical education, and international education. University-level higher education and major degree programs are covered, including regular and special study programs. Profiles of universities are also included. Guidelines are provided to help admissions officers determine the admissibility and appropriate level of placement of Austrian students in U.S. institutions. Appended are a glossary, a list of educational institutions, and copies of certificates of completions and grade reports for various schools. (SW)

ED 283 471 HE 020 459

Hughes, Jean O'Gorman; Sandler, Bernice R.
"Friends" Raping Friends. Could It Happen to You?
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- Apr 87
NOTE- 9p.
AVAILABLE FROM- Association of American Colleges, Project on the Status and Education of Women, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; *Dating (Social); Higher Education; Prevention; *Rape; *Sex Stereotypes; *Sexuality
IDENTIFIERS- *Acquaintance Rape; *Date Rape

This publication concerning rape committed by acquaintances and "friends" is designed to provide information and support for college students. The early warning signs and how to react to potential "acquaintance" or "date" rape are addressed. Consideration is given to why this type of rape occurs and information is provided on how to avoid date rape and what to do if it occurs. Elements in date rape include use of alcohol and drugs and the woman's giving mixed signals to the male. It is emphasized that acquaintance rape is not simply a crime of passion or merely a result of miscommunication, but is often an attempt to assert power and anger. Twenty ways to avoid situations that might lead to date rape are suggested, including: examining one's feelings about sex and deciding early if sex is desired with a date and having taxi fare or means to leave a date. Attention is also directed to men who accept responsibility not to harm another person, along with danger signals that may identify men whom women should avoid. Suggestions are included on what to do if someone tries to force sexual activity or does commit rape. Three stages of the rape trauma syndrome are covered: trauma, denial, and resolution. How family and friends can help after a rape and legal implications are also discussed. (SW)

ED 283 485 HE 020 507

A Strategic Plan for the Oregon State System of Higher Education, 1987-1993.

Oregon State System of Higher Education, Eugene.

PUB DATE- 18 Jul 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Accountability; Change Strategies; *College Planning; Coordination; Economic Development; *Educational Quality; Higher Education; Institutional Mission; *Public Colleges; State Colleges; *Statewide Planning; Trend Analysis
IDENTIFIERS- *Oregon

A strategic plan for public higher education in Oregon is presented. The state system mission and missions for eight institutions included in the system are articulated. Topics covered in an overview of the state system include the student population, degree and extension service programs, program quality, and research grants/contracts. Six main needs for the next 6 years to maintain program/service quality are identified. Also considered are trends and assumptions about: the economy, enrollment and student characteristics, the curriculum, research, libraries, costs, the faculty, equipment and facilities, new technologies, the campus environment, resource-sharing and cooperative arrangements, and outreach and program delivery. Sixteen planning goals for the state system are listed. Topics in a section on access to higher education opportunities include: the distribution of academic programs, tuition, financial aid for special populations, advising, and summer session and continuing education. Also covered are programs to strengthen Oregon's economy, coordination of higher education programs, accountability, and achieving excellence in 13 specific areas of concern. A total of 44 recommendations are presented, along with a six-page summary of the strategic plan. (SW)

ED 283 526 IR 051 998

Classification of Instructional Programs (CIP): 1985 Update.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-312b
PUB DATE- Jan 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Classification; *Curriculum; Curriculum Research; *Postsecondary Education
IDENTIFIERS- *Classification of Instructional Programs

This bulletin provides updated information on the Classification Instructional Programs (CIP), a taxonomy for instructional programs at all levels developed by the U.S. Department of Education's Center for Education Statistics (CES) in 1979-80. The result of the contributions of state, federal, institutional, and association representatives and the empirical examination of reported data, this revised CIP structure is intended to reflect the continuing changes in postsecondary education program offerings, and it replaces the original 1981 publication. Introductory material includes a table summarizing the changes from the 1981 CIP to the

1985 CIP and detailed lists of items that were revised, added, or deleted as a consequence of the 1985 revision. These items included 116 instructional programs deleted from CIP because they were duplicative or did not exist; 40 programs added to CIP as a result of write-ins on the Higher Education General Information Survey and Vocational Education Data System questionnaires, or information obtained from states, institutions, and associations for new and emerging programs; 7 codes revised to accommodate groups of similar programs; and 42 titles revised to incorporate the most current language in each field. The revised CIP lists a total of 1,091 programs organized in hierarchical order under 50 broad subject headings. The program code and title are included for each entry. (KM)

ED 283 597 PS 016 556

Fisher, Lawrence; And Others
Family Influences on Adolescent Health.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Family Influence; *Family Life; Family Structure; *Health; Privacy; Problem Solving; Research Methodolo
*Sampling; Stress Variables
IDENTIFIERS- *Child Health

Reported are preliminary data from a study of the relationship o
three family systems dimensions to three measures of adolescent health extracted from the RAND Health Assessment Questionnaire: the Health Index, General Well-Being, and Symptom Checklist. Three hypotheses were tested: (1) perceived family organization, perceived family privacy, and family problem solving ability should differentially predict three health scores; (2) the relationships between family and health variables would be different in high and low stress families; and (3) for adolescents, each sex would affect such relationships differently. Participants were 175 mainly middle-class families with two adults who cohabited for at least 3 years, had at least one adolescent between 14 and 18 years of age at home, and considered themselves of Anglo or Hispanic heritage. With respect to Hypothesis I, all three family scores showed relationships with adolescent health, with that of perceived family organization displaying the most consistent associations. With respect to Hypotheses II and III, both gender and perceived stress interacted selectively with family-health outcome relationships. It is concluded that the data demonstrate the complex relationships between family and health scores in non-referred samples, and that, because self-report instruments are used widely in family and health studies, researchers must be aware of the differential impact of parental perceptions on offspring. (RH)

ED 283 611 PS 016 649

Jose, Paul E.
Effect of Sex-Roles and Type A Behavior on Children's Friendship Choices.
PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Conference of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aggression; Elementary Education; *Elementary School Students; *Friendship; Leadership; Peer Relationship; Personality; *Predictor Variables; *Sex Differences; *Sex Role; Sociometric Techniques
IDENTIFIERS- Sociometric Status; *Type A Behavior

This cross-sectional study attempted to (1) demonstrate that children's sex role orientation is related to their tendency for Type A behavior and (2) ascertain whether children expressing Type A behavior would experience difficulty in making and keeping friends. Participants were 286 kindergarten children and elementary school students in the first four grades attending one private and one public school. Each child was interviewed separately to obtain self-ratings on a sex role questionnaire, responses to a Type A questionnaire, and nominations of peers' sociometric status. Teachers rated children on sex role and Type A behavior. Findings indicated that the masculine sex role is associated with Type A behavior. Several results suggested the possibility of a developmental trend from kindergarten to fourth grade in the expression of Type A behavior by certain sex role groups. Aggressive Type A behavior was associated with masculinity, and with the absence of masculinity and femininity (i.e., the undifferentiated individual). The MYTH test of children's Type A behavior was found to contain items measuring two factors: one measuring leadership and competitiveness, the other measuring aggressiveness and impatience. It is concluded that the data strongly suggest that Type A behavior in early grade school children is predictive of the quality of peer relationships. Hostile Type A children make poor friends. (RH)

RC

ED 283 626 RC 015 857

Blust, Ross S.
High School Reform in Pennsylvania.
Pennsylvania State Dept. of Education, Harrisburg. Div. of Educational Testing and Evaluation.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; Administrator Evaluation; Agency Cooperation; Compensatory Education; *Curriculum Development; *Educational Change; Educational Improvement; Educational Quality; Elementary Secondary Education; *Graduation Requirements; High Ris Students; High Schools; *Remedial Programs; *Staff Development; State Programs; Teacher Certification; Teacher Improvement; *Testing Programs
IDENTIFIERS- Competency Based Certification; *Pennsylvania

Beginning in 1983, three educational reforms were undertaken in Pennsylvania to revise high school graduation requirements, test for remedial needs, and set higher standards for teachers and administrators. Revision of graduation requirements involved state and local education officials, professional organizations, and the state legislature. New regulations were more rigorous in number of courses required for graduation. A testing program to identify students needing remedial services used multiple-choice tests in reading and mathematics given annually to all students in grades three, five, and eight. Students scoring below the cut-score established by the Pennsylvania Department of Education were required to participate in remedial services provided by public school districts or intermediate units. State legislation and Board of Education regulations combined to produce an operational program and ongoing funding. Efforts to set higher standards for teachers and administrators included testing before certification and tuition assistance to students committed to teaching mathematics and science in Pennsylvania. Appendices include goals for quality education and the revised curriculum regulations containing high school graduation requirements and objectives for meeting the state's educational goals. (LFL)

ED 283 743 SO 018 085

Hoepli, Nancy L., Ed.
Great Decisions 1987.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-110-2
PUB DATE- Jan 87
NOTE- 102p.; Some illustrations may not reproduce clearly.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 ($7.00 ea.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Studies; Diplomatic History; Educational Resources; Foreign Countries; *Foreign Policy; International Law; *International Relations; *Resource Materials; Secondary Education; Social Studies; *United States Government (Course); United States History
IDENTIFIERS- Afghanistan; Egypt; Iran; Nicaragua; *Pacific Basin Countries; Pakistan; Philippines; South Africa

The Constitutional division of responsibility between the President and Congress for making foreign policy is the first of eight topics discussed in this magazine-style booklet. Major constitutional powers of Congress in foreign policy include the "power of the purse", and the power "to declare war". Major foreign policy powers of the President are serving as commander in chief of the army and navy, and making treaties with the advice and consent of the Senate. Treaty making was deliberately made cumbersome by the makers of the Constitution so alliances could not be entered into lightly. The second issue, "Defense and the Federal Deficit," is analyzed from the aspect of whether the United States can adequately defend itself with the across-the-board budget cuts under the Gramm-Rudman-Hollings bill. Issue three discusses how the status of relations with Egypt depends on whether the United States and Egypt can agree on policies concerning aid, the peace process in the Middle East, military cooperation, and terrorism. The challenge to the U.S. primacy in the Pacific Basin by the Soviet Union is discussed in issue four. The effect of a lower U.S. business profile and economic sanctions on the government of President P.W. Botha is analyzed in issue five on South Africa. In issue six, the topic of foreign investment in the U.S. is discussed. While U.S. cities welcome this investment, many citizens feel foreign ownership of U.S. businesses, banks, and real estate is out of control. Issues seven and eight deal with the invasion of Afghanistan and revolutions in Iran, Nicaragua, and the Philippines respectively. Numerous black and white photographs, cartoons, and other graphics as well as a fold-out map of the world are included. (SM)

ED 283 429 HE 020 403

Baumgaertner, William L., Ed.
Fact Book on Theological Education, 1986-87. Eighteenth Annual Edition.
Association of Theological Schools in the United States and Canada, Vandalia, OH.
PUB DATE- 87
NOTE- 270p.; Some tables contain small print.
AVAILABLE FROM- Association of Theological Schools in the US and Canada, P.O. Box 130, Vandalia, Ohio 45377-0130.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Administrators; *Church Related Colleges; College Faculty; College Programs; *College Students; *Enrollment Trends; Expenditures; *Females; Geographic Regions; Grants; Higher Education; Income; Librarians; Minority Groups; *Racial Distribution; Salaries; *School Personnel; Student Characteristics; Theological Education
IDENTIFIERS- Canada; United States

Information on U.S. and Canadian theological schools for 1986-1987 and previous year trends is presented in narrative and statistical form. Contents include: enrollment trends, 1969-1986; enrollment and graduation of women and minority group students (Blacks, Hispanics, Pacific/Asian Americans); enrollment by individual degree programs; enrollment of women and minority groups by size, status, and racial character of school; enrollment by denominational affiliation of school; enrollment of women and minority groups by region; full-time equivalent (FTE) enrollment by region; number of women and minority groups completing programs by size, status, and racial character of school; denominational affiliation of professional enrollment by school characteristics; sex distribution of faculty and administrative personnel; changes in employment of women and blacks by position held; administrator, faculty, and library staff distribution by denominational affiliation of school; trends in salaries for administrators, faculty, and library staff; student cost data on head count and FTE basis; revenues and expenditures; and gifts and grants. (SW)

ED 283 443 HE 020 417

Geggus, Caroline
University Training and Career Opportunities, 1985. Report MM-115. Fifth Edition. HSRG Guidance Series GS-5.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0401-4
PUB DATE- 86
NOTE- 282p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Admission Criteria; College Admission; *College Bound Students; College Graduates; *College Programs; Degree Requirements; *Degrees (Academic); Employers; *Employment Opportunities; Foreign Countries; Higher Education; High School Students; *Occupational Information
IDENTIFIERS- *South Africa

Information on university study and possible careers is provided to secondary school students and counselors in South Africa. Information is presented on degrees, diplomas, and certificates awarded by 18 South African universities; entrance requirements of universities and degree programs; and the length of courses and major subjects required for degrees, particularly three types of bachelor's degrees (Bachelor of Art, Bachelor of Commerce, and Bachelor of Science). Descriptions of each field of study are included. It is noted that university admission is controlled by the Joint Matriculation Board (JMB), and that successful candidates for JMB's matriculation examination may be awarded either a school-leaving certificate or a Matriculation Certificate. In addition, possible occupations for most of the study fields are briefly described. Information is also provided on institutions that generally employ persons with the qualifications that are identified. Included are an index of occupations and/or study fields, and the addresses of universities, technikons, government departments, and other institutions that could provide the user with more information on training or job opportunities. (SW)

Woodward, Arthur; Mathinos, Debra A.
Microcomputer Education in an Elementary School: The Rhetoric vs. the Reality of an Innovation.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Curriculum Development; Educational Planning; Equal Education; Inservice Teacher Education; Intermediate Grades; *Microcomputers; Programed Instruction; Program Effectiveness; *Teacher Attitudes; Teacher Responsibility; Time Factors (Learning)

In order to discover the extent to which the rhetoric surrounding computers in schools is matched by reality, a study of computer use and teacher acceptance was undertaken in a large upper elementary school (grades 4-6) in an affluent, semi-rural community near a major metropolitan area. The school was near the end of its five year instructional computer plan, which included an extensive inservice component consisting of summer computer literacy workshops, training of newly hired teachers, and training in specialized computer applications. Thirty-four teachers and two administrators completed a questionnaire on their computer use and attitudes toward computers. Logs were kept of student use of computers, documents relating to computer use and policy were analyzed, teachers and administrators were interviewed, and teachers and students were observed using computers. Data analysis indicated that the microcomputer-based innovation has a long way to go before it could be claimed that computers are fully integrated into the school and curriculum. Three major problems are perceived by teachers: (1) limited amount of time in the school day; (2) teacher accountability for student performance on standardized achievement tests which do not include computer skills; and (3) limited availability of hardware. It is recommended that administrators act as mediators of the innovation to create a bridge that would allow teachers to move from very utilitarian, familiar computer applications to those that would truly effect fundamental change in how teachers teach and students learn. (MES)

ED 283 540 JC 870 273

Moorhead, Michael; Jordan, Diane Martin

Eastfield College "Writing across the Curriculum": The Mentor Project.

Eastfield Coll., Mesquite, TX.

PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Content Area Writing; *Faculty Development; *Mentors; Program Descriptions; *Teacher Attitudes; Two Year Colleges; *Writing Instruction
IDENTIFIERS- *Writing across the Curriculum

The Eastfield (Texas) College "Writing across the Curriculum Mentor Project" began in spring 1986 with the objective of involving the entire Eastfield faculty in working toward the improvement of student writing in all subject areas. English faculty would serve as mentors to all other faculty to assist in developing writing assignments, grading techniques, and essay testing, depending upon the student writing requirements of the individual faculty members. The project was developed in four phases: (1) the project developers interviewed all full-time English faculty members to determine the feasibility of the project and their willingness to participate as mentors; (2) interviews were conducted with the entire non-English teaching faculty to determine their willingness to participate in the project; (3) an informational workshop presented for interested faculty to increase awareness and encourage participation was followed by a pilot testing of the project in spring 1987 with six faculty in the disciplines of management, economics, drafting, child development, mathematics, and physical education; and (4) the project will phase in gradually as English faculty work with colleagues to develop writing tasks for their particular courses. Faculty questionnaires and a report on the surveys are included. (EJV)

ED 283 555 JC 870 295

Doty, Charles R., Ed.
Developing Occupational Programs. New Directions for Community Colleges, Number 58.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-959-9
PUB DATE- 87
NOTE- 115p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($12.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); Articulation (Education); Certification; Community Colleges; *Curriculum Development; Federal Government; General Education; Government Role; Needs Assessment; Program Descriptions; *Program Development; Program Evaluation; Testing Programs; Two Year Colleges; *Vocational Education

The essays in this collection attempt to provide a conceptual framework for the process of occupational curriculum development. The collection includes: (1) "Federal Government Involvement in Technical Curriculum Development," by John G. Nealon; (2) "The Challenge of Curriculum Development: From Idea to Reality," by Judith F. Raulf and Marilyn C. Ayres; (3) "Needs Analysis: The Link to the Future," by Donald B. Smith; (4) "Accrediting Occupational Programs," by Roland V. Stoodley, Jr.; (5) "What Teachers and Administrators Need to Know about Licensing and Certification Tests," by Charles J. Teryek; (6) "Articulating Secondary and Postsecondary Occupational Programs," by Joseph P. Arnold; (7) "General Education in the Occupational Curriculum: Why? To What Extent? With What Results?" by Dale F. Campbell and Mary T. Wood; (8) "Occupational Program Evaluation," by Ted Martinez, Jr., and Barbara S. Echord; and (9) "Sources and Information: Occupational Program Development at the Postsecondary Level," by Charles R. Doty and Mary P. Hardy. (EJV)

ED 283 569 JC 870 310

Annual Enrollment Report: The North Carolina Community College System. Student Enrollment and Full-Time Equivalents, 1983-84. Volume 19.

North Carolina State Dept. of Community Colleges. Div. of Planning and Research Services.

PUB DATE- 85
NOTE- 90p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Students; College Transfer Students; Community Colleges; Employment Programs; *Enrollment; *Enrollment Trends; Extension Education; Females; Full Time Equivalency; Majors (Students); Males; Minority Groups; School Statistics; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *North Carolina

Official enrollment statistics are presented for the 58 institutions in the North Carolina Community College System, including detailed enrollment data for 1983-84 and summary data for previous years. Following introductory material and a glossary of terms, tables and graphs are presented, covering: (1) student enrollment by institution and quarter, 1983-84; (2) student enrollment by program area, 1958-59 through 1983-84; (3) student enrollment by program, 1983-84, 1984-85, and 1985-86; (4) curriculum and extension student enrollment by sex and race by institution, 1983-84; (5) geographic origin of students, 1983-84; (6) full-time equivalent (FTE) enrollment by quarter, 1983-84 and program, 1965-66 through 1983-84; (7) 1983-84 FTE enrollment in college transfer, general education, technical, vocational, academic extension, adult high school, avocational extension, occupational extension, practical skills extension, state adult basic education, regular budget extension, learning laboratory, federal adult basic education, Comprehensive Employment and Training Act, new and expanding industry, human resources development, and self-supporting and recreational programs; and (8) total average annual FTE, 1983-84. (EJV)

ED 283 639 RC 016 237

Outdoorsman, Unit II.
Alberta Dept. of Agriculture, Edmonton.
REPORT NO.- WP471-83.
PUB DATE- 83

NOTE- 64p.; For related documents, see RC 016 236-240.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Camping; *Conservation Education; Foreign Countries; Map Skills; *Orienteering; *Outdoor Activities; *Outdoor Education; Preadolescents; Program Guides; Recordkeeping; Records (Forms)
IDENTIFIERS- 4 H Clubs; *4 H Programs; Compasses; *Compass Reading; Environmental Awareness

The second of three units of the 4-H Outdoorsman Program introduces more advanced camping and survival techniques for 4-H members in British Columbia, Alberta, Saskatchewan, and Manitoba. Backpacking, finding food in the wild, making a fire without matches, lashing techniques, axemanship, finding your way (with and without a compass), making a resource map, records and recordkeeping are all discussed with tips, illustrations, and instructions. Achievement Day requirements for the unit's kit are outlined, as well as fun time action projects. Compass exercises and a wildlife puzzle are included. A glossary of map and compass terms, a form for project evaluation, and metric conversion tables are appended. (JMM)

ED 283 654 RC 016 292

Howard, Roy E.

Teaching Navajo Language and Culture at Dzilth Na O Dith Hle Community School. A History, Analysis and Recommendation.

PUB DATE- Apr 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *American Indian Education; American Indian History; Biculturalism; *Bilingual Education; Bilingual Education Programs; Bilingual Teachers; *Change Strategies; *Cultural Education; Educational Change; Educational History; Educational Quality; Elementary Secondary Education; Federal Indian Relationship; Inservice Teacher Education; Navajo; Program Descriptions; *Program Implementation; School Role; Teacher Attitudes; Teacher Role
IDENTIFIERS- *Dzilth Na O Dith Hle Community School NM; *Navajo (Nation)

The Navajo tribe adopted a policy in 1985 that encourages all schools with Navajo students to teach Navajo language and culture in addition to the regular curriculum. A review of the recent studies and literature reveals that most support the concept of bilingual/bicultural education in one form or another. The consensus seems to be that teacher's methods are most effective when the teacher is sensitive to the cultural perspective of the student. Although bilingual/bicultural teaching strategies may be desirable, their widespread use on the reservation may yet take a few more years. The obstacles include: (1) insufficient number of bilingual teachers; (2) lack of training in bilingual methods; (3) uneven support from teachers, administration, and communities; (4) unreliable federal support; and (5) lack of materials and materials development centers. Discussions with staff members and parents at Dzlith Na O Dith Hle Community School (DCS) reveal a wide range of attitudes towards bilingual education. Approaches that may be viable at DCS include: (1) form a Navajo club with volunteer students and staff pioneering methods and materials; (2) hire a resource teacher; (3) seek Title VII funding to train and pay bilingual aides; (4) encourage teachers and aides to develop bilingual/cultural resources. (JHZ)

ED 283 669 RC 016 313

Omdahl, Doris

Treatment Strategies for Hispanic Developmentally Disabled Clients.

PUB DATE- 7 Mar 87
NOTE- 9p.; Paper presented at the Annual Conference of the Children's Center (8th, Detroit, MI, May 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; Client Characteristics (Human Services); Counseling Services; Cultural Awareness; *Cultural Influences; Cultural Traits; *Developmental Disabilities; Family Role; Hispanic American Culture; *Hispanic Americans; Human Services; *Intercultural Communication; *Professional Personnel; Professional Services; Social Values; Subcultures
IDENTIFIERS- *Client Relations

Professionals who work with developmentally disabled Hispanic clients must enhance their own ability to work with ethnic minorities and become thoroughly familiar with the culture of the people they serve. To encourage disabled Hispanic individuals to apply for services, agencies can employ strategies such as bilingual capability, use of interpreters, staff training in cultural sensitivity, and the use of the extended family system to resolve conflicts. Service providers must keep in mind that Hispanic subcultures in the United States have limited access to resources and therefore must create cultural mechanisms different from their wealthier counterparts, if they are to survive at all. Professionals must take language differences into account in their assessment and intervention techniques, understanding that a language barrier can seriously affect the accuracy of a client's assessment and give rise to inappropriate interventions. It is important to understand the deep sense of family obligation felt by Hispanics. The family must care for its own, and this responsibility should not be passed on to strangers (institutions). The responsibility to care for the disabled person falls to each family member. (JHZ)

Goolsby, Charlee B.; And Others

Factors Affecting Mathematics Achievement in High Risk College Students.

PUB DATE- Apr 87
NOTE- 22p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Algebra; *College Mathematics; Higher Education; *High Risk Students; Locus of Control; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; *Predictor Variables; Self Concept; Student Attitudes; Teacher Attitudes

This study investigated the relationship of several affective variables as predictors of academic performance in mathematics. The predictor variables studied were: (1) attitude toward success in mathematics; (2) confidence in learning mathematics; (3) perceptions of teacher attitude; (4) mathematics anxiety; and (5) locus of control. The sample of students studied were from a population who were denied regular admission to a large southern state university because they did not meet minimum admission standards. The students were conditionally admitted and enrolled in a developmental algebra course. The high school grade point average and the Scholastic Aptitude Test-Quantitative score were also used as predictors in order to provide a standard by which to compare the predictive efficiency of the affective variables. The dependent variable was the student's course grade in the first quarter. Results indicated that of the affective variables, a new variable created by averaging the level of confidence score and the mathematics anxiety score was the best predictor of mathematics performance. (Author/TW)

ED 283 699 SE 048 234

Baroody, Arthur J.
Children's Mathematical Thinking. A Developmental Framework for Preschool, Primary, and Special Education Teachers.
Columbia Univ., New York, N.Y. Teachers College.
REPORT NO.- ISBN-0-8077-2837-3
PUB DATE- 87
NOTE- 310p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (ISBN-0-8077-2838-1, $27.95 cloth; ISBN-0-8077-2837-3, $16.96 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Cognitive Psychology; Developmental Psychology; Early Childhood Education; Elementary Education; *Elementary School Mathematics; Learning Strategies; *Learning Theories; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Mathematics Teachers; Misconceptions; Preservice Teacher Education; Problem Solving; Teacher Education
IDENTIFIERS- Constructivism

Based on the premise that psychology can be an invaluable tool to mathematics educators, this book highlights how informal mathematics develops, how children construct their view of school arithmetic, and how mathematical thinking operates. The ideas offered are intended to assist teachers in making informed decisions concerning mathematics instruction. Part 1 outlines general implications that stem from cognitive theory and provides a general framework for analyzing mathematics learning, teaching practices, and learning difficulties. Parts 2 and 3 examine aspects of informal and formal mathematics and review models of how particular skills and concepts develop. These models provide a reference point for understanding mathematical learning and how learning problems develop, devising instruction, and remedying learning difficulties. Specific learning and teaching activities are detailed throughout the book and address the areas of calculational procedures, understanding of mathematical principles, mastery of number facts, and methods of problem solving. This book is recommended for use in courses in early childhood education, elementary mathematics methods, special education, and educational psychology. (ML)

ED 283 714 SE 048 249

Lake, Celinda C.; Harper, Pat Callbeck
Public Opinion Polling. A Handbook for Public Interest and Citizen Advocacy Groups.
REPORT NO.- ISBN-0-933280-32-7
PUB DATE- 87
NOTE- 170p.
AVAILABLE FROM- Island Press, 1718 Connecticut Ave. NW, Suite 300, Washington, DC 20009 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Involvement; *Community Study; Community Surveys; Data Collection; Information Utilization; *Interviews; Opinions; *Public Opinion; Questionnaires; *Research Methodology; *Sampling; *Surveys
IDENTIFIERS- *Opinion Polls

This book presents hands-on information on how to plan, administer, and analyze opinion polls. Guidance is also offered on how to make this strategy accessible to public interest groups. Several examples, checklists, warnings of possible pitfalls, and lists of material and human resources occur throughout the chapters. Major sections address the topics of: (1) types of surveys; (2) questionnaire wording and construction; (3) interviewing; (4) preparing for and managing interviews; (5) sampling; (6) processing data; (7) analysis; and (8) shortcuts and pitfalls. An annotated bibliography is included. Appendices contain sample forms, techniques, and grids. Information on the software package POLLSTART is provided as well as a glossary of terms and a case study. (ML)

ED 283 729 SO 017 841

Preparation for a Commemoration: First Full Year's Report of the Commission on the Bicentennial of the United States Constitution.

Commission on the Bicentennial of the United States Constitution, Washington, DC.

PUB DATE- Sep 86
NOTE- 26p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- American Studies; Civics; Civil Liberties; Civil Rights; *Constitutional History; *Constitutional Law; *Governmental Structure; *Government Role; Instructional Materials; Justice; Political Science; Resource Materials; Social Studies; United States Government (Course); United States History
IDENTIFIERS- *Bicentennial; *United States Constitution

During the first year of its three-year existence, the Bicentennial Commission began to fulfill its mission, as defined by its chairman, to provide "a history and civics lesson for all of us." The Commission has decided to focus primarily on the educational potentialities of commemoration and to foster a firm understanding and appreciation of America's constitutional heritage and priceless freedoms. The Commission is cosponsoring two national writing competitions for high school and law school students, and has established an Educational Programs Registry to provide a short summary of Constitution-related programs. The National Archives has developed a supplemental teaching unit for secondary school students which contains 40 documents from the National Archives collection to aid in the educational effort of the Commission. In its role of encouraging and coordinating activities, the Commission has worked through private and public entities to reach out to U.S. citizens to create greater understanding of the accomplishments of the Founders, the nature of the system of governance they established, and the rights and responsibilities of citizenship. (SM)

ED 283 369 FL 016 721

Campos, James
A Spanish-Language Preschool Program.
PUB DATE- Oct 85
NOTE- 14p.; In: Second Language Learning by Young Children; see FL 016 716.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; English (Second Language); Language Acquisition; *Language Maintenance; Language Proficiency; Learning Strategies; Models; *Preschool Children; Preschool Education; Preschool Evaluation; Program Descriptions; Program Effectiveness; *Second Language Learning; Skill Development; *Spanish Speaking
IDENTIFIERS- *Carpinteria Unified School District CA

The Carpinteria school district in California has developed a mode preschool program to bring Spanish-dominant preschool children up to a level of readiness for school that compares favorably with that of English-speaking children in the same community. That goal is achieved by developing skills in four major areas: Spanish language, cognition, successful learning strategies, and self-concept. The model emphasizes first-language development and language separation to allow full development of those skills. Evaluation of program outcomes through student achievement measures revealed that the Spanish-dominant children in the program exceeded the academic norms established by the English-language population and scored higher than Spanish-speaking nonparticipants in oral English proficiency. The students' progress in kindergarten and first grade, in which the home-language approach was also adopted, was also found to exceed expectations generally. Statistical data are included. (MSE)

ED 283 472 HE 020 460

Balfour, Linda, Comp.
Statistical Abstract of Higher Education in North Carolina, 1986-87. Research Report 1-87.
North Carolina Univ., Chapel Hill.
PUB DATE- Apr 87
NOTE- 254p.
AVAILABLE FROM- University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Road, Chapel Hill, NC 27514.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Aptitude Tests; College Applicants; College Faculty; College Libraries; College Transfer Students; *Degrees (Academic); *Enrollment Trends; *Higher Education; Institutional Characteristics; *State Surveys; Student Financial Aid; Teacher Characteristics; Tuition
IDENTIFIERS- *North Carolina

Statistical data on higher education activities in North Carolina during 1986-1987 is presented, with attention to: current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, costs to students, admissions, student financial aid, and student housing. Among the 83 statistical tables are the following: headcount enrollment in state institutions by institution, residence status, full- and part-time status, and sex; headcount enrollment in community colleges and technical institutes and colleges by institution; average age of headcount enrollment by type of institution; home county of in-state undergraduate students by institution;

undergraduate transfers to North Carolina institutions by type of institution; number and percent of degrees conferred by North Carolina institutions by field of study, type of institution, and level of degrees; academic rank and sex of full-time faculty in North Carolina institutions; undergraduate tuition and required fees combined; average Scholastic Aptitude Test scores of entering freshmen; and financial aid for professional students. (SW)

ED 283 500 IR 012 623

Van Baerle, Susan Lynn
Computer-Generated, Three-Dimensional Character Animation.
PUB DATE- 85
NOTE- 78p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Animation; *Characterization; *Computer Graphics; *Production Techniques; Systems Development; *Three Dimensional Aids

This master's thesis begins by discussing the differences between 3-D computer animation of solid three-dimensional, or monolithic, objects, and the animation of characters, i.e., collections of movable parts with soft pliable surfaces. Principles from two-dimensional character animation that can be transferred to three-dimensional character animation are outlined and advantages of working with computer generated animation are discussed. The current means of animating characters at Ohio State University are illustrated by describing the process of creating three separate character animation pieces and the advantages and disadvantages of various techniques are outlined. Topics discussed include shape interpolation; Amorpha and the Fractalites animation; Twixt, a keyframe animation system; the runner animation; the uneven bars animation; Twixt-3, an event driven animation system; the skeleton animation system; the Snoot and Muttly animation; a future low level character animation system; and higher level character animation systems. It is concluded that if a new animation language is to improve the quality of animation, it must enable the animator to: (1) build the original character; (2) specify its hierarchy; (3) define the original motion; (4) easily change the motion; (5) create individualized parameterized models; (6) build the original surface description of a character; (7) manipulate the surface of its individual parts; (8) manipulate the surface as a whole; and (9) view the surface as needed during the animation process. Both a 19-item reference list and a 29-item bibliography are provided. (MES)

ED 283 527 IR 051 999

College and University Libraries, Fall 1985.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-347b
PUB DATE- Mar 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Collections; Library Equipment; *Library Expenditures; *Library Personnel; *Library Statistics; Library Surveys; National Surveys; Salaries; Tables (Data)

This bulletin highlights data on library staff, operating expenditures, and collections reported by 2,881 institutions of higher education on the 1985 Survey of College and University Libraries. Overall survey results are discussed; summary information is provided for library operating expenditures and titles and volumes; and the use of indices for library operating expenditures, bookstocks held at the end of the year, and FTE (full-time equivalent) library staff is described. A discussion of survey methodology and definitions of terms central to the report are also included. Statistical information provided in seven tables includes: (1) Library Operating Expenditures by Institutional Size, and by Institutional Type and Control; (2) Percentage Distribution of Library Operating Expenditures by Purpose and by Institutional Type and Control; (3) Average Number of Titles of Books, Serials, and Government Documents Held at the End of the Year by Institutional Size, Type, and Control; (4) Average Number of Volumes of Books, Serials and Government Documents Held at the End of the Year by Institutional Size, Type, and Control; (5) Indices on Library Operating Expenditures, Bookstock, and Staff by Institutional Type and Control; (6) Total Operating Expenditures and Distribution of Expenditures of Institutions of Higher Education Libraries, by Purpose and by Institutional Control, Type, and Size; and (7) Indices Concerning Library Operating Expenditures, Bookstock Held at the End of the Year, and FTE Library Staff. (KM)

ED 283 584 JC 870 328

Jacobs, James

Border Scouting the New Manufacturing Technologies.

PUB DATE- May 87

NOTE- 28p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 21-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Role; Community Colleges; *Computer Oriented Programs; *Employment Patterns; *Job Training; *Manufacturing Industry; Needs Assessment; School Business Relationship; State Surveys; Technical Education; Technological Advancement; Trade and Industrial Education; Two Year Colleges

IDENTIFIERS- Industrial Technology Institute MI; *Michigan; *Training Needs

A discussion is provided of how breakthroughs in the application o computers in the manufacturing of automobiles affect the development of community college programs, with particular emphasis on how Michigan community colleges have developed a capacity to respond to changes in this field. First, the paper explains what computer-based manufacturing technologies are and looks at the forms and levels of their implementation. Next, the effect of computer-based technologies on jobs and skills is analyzed, concluding that the deployment of the new manufacturing technologies will eliminate certain jobs, but also raise the skill levels of the remaining workers in manufacturing. The community college response to new technology is examined next, including a critical analysis of errors made by community colleges in the design and development of robotics programs. Next, Michigan's experiences with respect to the development of computer-based manufacturing are described, highlighting the creation of the Industrial Technology Institute (ITI) to develop and utilize advanced manufacturing technologies. After reviewing the growing relationship between the ITI and the state's community colleges, the paper looks at lessons that have been learned during the past 2 years of joint ITI-community college activities and explores three areas in vocational-technical education that offer particular challenges and opportunities for community colleges. Finally, concluding comments caution that training is not a substitute for an employment policy and that the issue of whether public education can meet the training challenges of the new manufacturing technologies is still open. (EJV)

ED 283 758 SO 018 235

The United States Prepares for Its Future: Global Perspectives in Education. Report of the Study Commission on Global Education.

Global Perspectives in Education, Inc., New York, N.Y.

SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; *Curriculum Development; Elementary Secondary Education; *Global Approach; Instructional Design; Instructional Development; Interdisciplinary Approach; International Cooperation; *Role of Education; Social Sciences; Social Studies; *World Affairs; World Problems
IDENTIFIERS- Global Studies; *United States

This report addresses the question of what knowledge and skills should be taught to citizens whose judgement is the ultimate source of policy in a democratic nation. The report recommends the adoption of new goals for school programs, changes in curriculum offerings and in teacher education, creation of curriculum development centers, greater cooperation among schools and universities, and increased support and cooperation from the private sector. The report further recommends that every subject area in primary and secondary schools be approached from a global perspective, and that four curricular areas be emphasized: (1) an understanding of the world as a series of interrelated systems, (2) increased attention to the development of world civilizations as they relate to the history of the United States, (3) greater attention to diversity of cultural patterns, and (4) more training in domestic and international policy analysis. To initiate a global studies program, school districts and states should emphasize existing goals pertaining to citizenship education and global understanding and teachers should be involved in the planning and implementation of the process. Finally, the report outlines a scope and sequence of courses leading to global awareness by students and recommends appropriate materials for the courses. Appendixes include a summary of recommendations of related reports, some statistical data on interdependence, an outline of the kinds of global education courses offered or required in selected states, a selected materials list, and a list of relevant curriculum development centers. (SM)

ED 283 385 FL 016 783

Krahnke, Karl
Approaches to Syllabus Design for Foreign Language Teaching. Language in Education: Theory and Practice, No. 67.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-13-043837-5-01
PUB DATE- 87
NOTE- 105p.
CONTRACT- 400-86-0019
AVAILABLE FROM- Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994 ($9.33).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communicative Competence (Languages); Course Content; *Course Descriptions; *Course Organization; *Curriculum Design; *English (Second Language); *Notional Functional Syllabi; Program Implementation; *Second Language Instruction; Skill Development; Structural Grammar; Student Centered Curriculum
IDENTIFIERS- *Content Area Teaching

An examination of foreign language syllabus design reviews current literature on six syllabus types and discusses the process of choosing and integrating syllabi for classroom use. The six syllabus types are structural, notional-functional, situational, skill-based, task-based, and content-based, characterized as differing by increasing attention to language use and decreasing attention to language form. Possible suggestions for using each type are suggested, and each is evaluated. Grounds for choosing a syllabus type and various ways of combining and implementing them in a foreign language teaching program are discussed. The discussion focuses on the teaching of English as a second or foreign language because of the extensive literature in this area and the ease with which it can be generalized to instruction in other languages. An annotated bibliography and a list of references are included. (MSE)

ED 283 399 FL 016 797

van Voorst, Jan
Involvement Semantics.
PUB DATE- Dec 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *English; Grammar; *Language Patterns; *Semantics; Structural Analysis (Linguistics); *Verbs
IDENTIFIERS- *Transitivity

A discussion of verb intransitivization in English grammar looks at different verb classes that allow or do not allow this phenomenon. The semantic primitive of involvement is a phenomenon that attempts to find related features in sentences where intransitivization occurs. Semantic involvement patterns are assigned in the subject or direct object noun phrase of a sentence; meaning is contingent upon the verb and the inferences that may be drawn from that verb in a given context. Four involvement patterns are distinguished. Two types of intransitivization, unergative and unaccusative, are also described and illustrated. It is proposed that both types are predictable from the involvement semantics within the constructions, eliminating the need to refer to lexical specification. (MSE)

ED 283 415 HE 020 388

Rooney, John F., Jr.
The Recruiting Game: Toward a New System of Intercollegiate Sport. Second Edition, Revised.
REPORT NO.- ISBN-0-8032-3879-7
PUB DATE- 87
NOTE- 232p.; For the first edition, see ED 208 727.
AVAILABLE FROM- University of Nebraska Press, 901 N. 17, Lincoln, NE 68588-0520 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Athletes; *Basketball; *Cheating; *College Athletics; Comparative Analysis; Competition; *Football; Higher Education; Improvement Programs; National Organizations; *Recruitment; Standards
IDENTIFIERS- National Collegiate Athletic Association

Problems in recruitment for big-time collegiate sports are updated, and an eleven-point improvement program is proposed. Statistics on football and basketball recruitment are updated, many through the 1985 season. New focus is placed on "blue chip" recruiting, and maps of recruiting by selected institutions, conferences, and states are provided. An assessment of cheating and punitive action by the National Collegiate Athletic Association is featured. Success-oriented variables for the 1952-1983 period are the basis of a new analysis of performance. For schools that are in the sports entertainment business, a super league based on a number of past performance variables is suggested. In addition, new formats for conference and post-season playoffs are suggested. Also covered are the origin and growth of intercollegiate athletics, the essentials of recruiting, factors affecting the geography of recruiting, and the national dimensions of football and basketball recruiting. Recruiting patterns at selected colleges are compared, along with the migration of high school athletes in a number of states. A journal of recruiting activities of the Oklahoma State Cowboys football team for 1974-1975 is also included. (SW)

ED 283 458 HE 020 437

Sellew, Kathleen Troxell
Dominican Republic. A Study of the Educational System of the Dominican Republic and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
REPORT NO.- ISBN-0-910054-86-X
PUB DATE- 87
NOTE- 140p.
AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, NW, Suite 330, Washington, DC 20036 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Admission; *College Students; Educational Certificates; Elementary Secondary Education; *Foreign Countries; *Foreign Students; Grading; Higher Education; *High School Students; *Student Placement; Vocational Education
IDENTIFIERS- *Dominican Republic; *Foreign Educational Credentials; United States

Information on the educational system of the Dominican Republic and guidelines on the placement of Dominican Republic students in U.S. high schools and colleges are presented. After a brief introduction on the country and the basic structure and principles of the educational system, attention is directed to primary and secondary education. The higher education system is covered, including control and planning, the public and private sectors, admissions requirements, basic university studies, university faculty, financial aid, student services and student life, grading, the credit system, transfer policy, and degrees. Special types of postsecondary institutions are also described: teacher education, the health professions, fine arts, religious education, and postsecondary coursework not leading to degrees. Guidelines are provided to help admissions officers determine the admissibility and appropriate level of placement of Dominican Republic students in U.S. institutions. Appended are profiles of Dominican universities, a glossary, and copies of certificates of completions and grade reports from different schools. (SW)

Korb, Roslyn A.
Occupational and Educational Consequences of a Baccalaureate Degree.
Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-325
PUB DATE- 87
NOTE- 43p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; College Attendance; *College Graduates; *Education Work Relationship; *Employment Experience; Graduate Study; Higher Education; *Majors (Students); *Occupations; Professional Education; Salaries; Unemployment

Results of the 1985 Recent College Graduates survey, which investigated the employment status, current occupation, salary, and continuation in school of bachelor's degree recipients, are presented. The study group was a nationally representative sample of about 16,000 bachelor's degree recipients. One year after graduation, 64% of arts and sciences majors reported that their job was related to their major, compared to 88% of graduates of professional programs. While 43% of arts and sciences majors felt a degree was not necessary to obtain their job, the major exception was for majors in mathematics, computer science, or physical sciences. Graduates of business and health professions programs were less likely to be enrolled in school 1 year after completing an undergraduate degree, while graduates in biology, social sciences, and psychology were more likely to be enrolled in school. Mathematics, computer science, and physical science graduates earned as much as, or more than, majors in such professional fields as the health professions, business, or public affairs/social services. Information about the survey and data reliability are included, along with a list of the major fields of study and occupations and taxonomy codes. (SW)

Dufresne, Annette; Kobasigawa, Akira
Children's Spontaneous Allocation of Study Time in a Paired-Associate Task.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Difficulty Level; Elementary Education; *Elementary School Students; Metacognition; *Performance Factors; *Recall (Psychology); *Spontaneous Behavior; *Time Factors (Learning)
IDENTIFIERS- *Allocated Learning Time; Developmental Patterns

Developmental differences in two components of allocation of study time were examined: (1) allocating more time to more difficult material (that is, differential allocation) and (2) allocating sufficient time to meet the recall goal (sufficient allocation). In order to make the task simple enough for young children, "easy" and "hard" booklets of, respectively, highly related and unrelated paired-associate line drawings were used. A total of 128 children in grades 1, 3, 5, and 7 were asked to study one easy and one hard booklet of paired-associate items within the context of a self-terminated study procedure. Following two self-terminated trials, children were asked questions to assess their knowledge related to allocating study time. Results revealed that while children in grades 1 and 3 spent approximately the same amount of time on hard pairs as easy pairs, children in grades 5 and 7 spent a greater amount of time on hard pairs than easy pairs. Age-related improvement was found in allocation of sufficient time, as evidenced by increased recall scores in higher grades, along with an increase in the number of children who actually met the recall goal; however, many, including the older children, were not entirely successful at meeting the recall goal. It is concluded that observed age-related differences in aspects of metacognition may account, in part, for the developmental differences in allocation of study time. (RH)

Grant, James P.
The State of the World's Children, 1987.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 87
NOTE- 118p.; For other reports, see ED 253 302, ED 258 687, and ED 265 926.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- *Children; Community Action; Demography; *Developing Nations; Disease Control; Economic Status; Foreign Countries; Health Programs; *Immunization Programs; *Infant Mortality; Mass Media; *Nutrition; Parent Education; Poverty; Tables (Data)
IDENTIFIERS- *Child Health

This report maintains that it is just as unacceptable to allow millions of children to die each year from needless infection and malnutrition as it is to let them die in sudden emergencies of drought and famine. The world now has the means to attack childhood malnutrition and disease on a massive scale and at an affordable cost. Four million children's lives have been saved in the last five years by nations which have mobilized to put low-cost solutions into effect. Discussed are (1) potential benefits to social development of today's new capacity for mass communication; (2) scientific information which would enable parents to protect the lives and growth of their children; (3) the current success and future potential of oral rehydration therapy; (4) the spread of low cost immunization in the 1980s throughout the developing world; (5) the benefits of social mobilization to achieve specific health goals; and (6) the use of growth checking as a means of information dissemination to parents. The report concludes that the strategy of social mobilization may allow almost every individual and organization in the world to become involved in the fight against poverty. Insert panels describe the experiences of various nations in bringing about drastic improvements in child survival and development. A statistical section provides figures for 130 major nations for child survival rates, nutrition, health, education, population, and economic progress, as well as selected data for less populous countries. (BN)

ED 283 640 RC 016 238

Outdoorsman, Unit III.
Alberta Dept. of Agriculture, Edmonton.
REPORT NO.- WP472-78.
PUB DATE- 78
NOTE- 60p.; For related documents, see RC 016 236-240.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Camping; *Conservation Education; Foreign Countries; *Map Skills; *Orienteering; *Outdoor Activities; *Outdoor Education; Program Guides
IDENTIFIERS- 4 H Clubs; *4 H Programs; Compass Reading; Environmental Awareness; Survival Education

The third and final unit of the 4-H Outdoorsman Program covers the most advanced and challenging campcraft skills for 4-H members in British Columbia, Alberta, Saskatchewan and Manitoba. Survival camping (including building shelters and finding food), in-depth map-reading and orienteering, game management, hiking themes and recordkeeping are all discussed at some length. Achievement Day projects and activities are outlined for the display kit for Unit III. Metric conversion tables are provided. (JMM)

ED 283 370 FL 016 757

de Guerrero, Maria C. Medina

Strategies of Peer Interaction in the Monolingual ESL Class.

PUB DATE- Jun 86
NOTE- 17p.; Paper presented at the Annual University of South Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (6th, Tampa, FL, June 27-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Students; *English (Second Language); Higher Education; Interaction; Interpersonal Communication; *Peer Relationship; Personal Autonomy; Second Language Instruction; *Self Evaluation (Individuals); Small Group Instruction; Spanish Speaking; *Speech Habits
IDENTIFIERS- *Error Correction (Language); *Self Correction Strategies

A study of repair in conversations between students of English as second language (ESL) focused on: (1) strategies of negotiation for meaning used by students with a common language background (Spanish) when speaking English; and (2) the dynamics of repair during pair work, a frequently used technique for eliciting conversation. Verbal interactions during pair work and free conversations between three pairs of Puerto Rican university students were videotaped, transcribed, and analyzed. The study yielded findings generally similar to those of an earlier study (by Joan Schwartz, 1980) with regard to self-repair, other-repair, repair initiator techniques, and negotiation patterns. Overall, self-initiated and self-repair techniques were preferred. Some self-initiator strategies were lexical; others were non-lexical. Strategies during repair included word replacement, reordering, and word search. Despite the predominance of self-correction, the subjects were able to correct each other, especially when self-repair was not working. In this study (unlike the earlier one) other-repair was generally syntactical and lexical rather than phonological. Other-initiator strategies included question words, repetitions of the trouble source, possible interpretations of the previous turn, extralinguistic aids, and didactic roles. The most important departure from the earlier study was in the use of the vernacular. In the present study, use of the native Spanish was extremely controlled and restricted. Pair work also revealed some new repair phenomena and was a rich source of interaction. (MSE)

ED 283 430 HE 020 404

The Impact of Converging Information Technologies. Proceedings of the CAUSE National Conference (Monterey, California, December 9-12, 1986).

CAUSE, Boulder, Colo.

PUB DATE- Dec 86

NOTE- 586p.; Photographs may not reproduce well.

LANGUAGE- English

EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Administration; College Planning; *Computer Oriented Programs; *Data Processing; Higher Education; Information Networks; *Information Technology; *Management Information Systems; *Microcomputers; Telecommunications; Users (Information)

Proceedings of a 1986 CAUSE conference on the impact of converging information technologies are presented. Topics of conference papers include: policy issues in higher education, planning and information technology, people issues in information technology, telecommunications/networking, special environments, microcomputer issues and applications, and managing academic computing. Some of the papers (with the authors) are: "Distributed Access to Central Data: A Policy Issue" (Eugene W. Carson); "Distributed Access to Central Data: The Cons" (Katherine P. Hall); "Overselling Technology: Suppose You Gave a Computer Revolution and Nobody Came?" (Linda Fleit); "Selling the President on the Computing Plan: Strategic Funds Programming" (John L. Green); "A Preliminary Report of Institutional Experience with MIS Software" (Paul J. Plourde); "Policy Issues Surrounding Decisions to Use Mainframe or Micros" (Phyllis A. Sholtys); "Alternative Models for the Delivery of Computing and Communications Services" (E. Michael Staman); "Converging Technologies Require Flexible Organizations" (Carole Barone); "Student Computing and Policy Issues" (Gerald McLaughlin, John A. Muffo, Ralph O. Mueller, Alan R. Sack); "Strategic Planning for Information Resources Management: Putting the Building Blocks Together" (James I. Penrod, Michael G. Dolence); "Planning for Administrative Computing in a Networked Environment" (Cynthia S. Cross, Marianne J. Elser, Renee W. Frost, Cheryl Munn, Jill Tuer); "Long-Range Strategic Planning in a Decentralized Administrative Information Systems Environment" (William Gleason, John Moldovan); "PULSE: An 'Off-the-Shelf' Decision Support System at Dickinson College" (Ronald Doernbach); "Data Sharing among Campuses: Success and Prospects" (Daniel A. Updegrove, Thomas J. Abdella); "Planning with Technology-LRISP III on Time within Phase and Budget" (Paul Costello, M. Lewis Temares); "Organizing for More Effective End-User Computing" (Denis Pickron, Rick Seaman); "End-User Responsibility within Information Processing Systems" (Betty Laster); "Planning Model for Computing and Telecommunications" (Frank Slaton); "Penn State's Integrated Telecommunications and Teleconferencing Network" (David Phillips); "Library Automation at a Multi-Campus Community College (Deirdre Farris); "Electronic Student Folders" (Robert Adams, David Mannering); and "Academic Computing: From Chaos to Coordination...One Institution's Story" (Trudy Bers, Mary Mittler). (SW)

ED 283 444 HE 020 418

Weimer, Maryellen Gleason

Translating Evaluation Results into Teaching Improvements.

PUB DATE- 87

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)

DESCRIPTORS- Change Strategies; Evaluation Methods; *Evaluation Utilization; *Faculty Evaluation; *Formative Evaluation; Higher Education; *Instructional Improvement; Summative Evaluation; *Teacher Attitudes

Five problems concerning faculty evaluation are identified, along with seven proposed solutions. The problems are as follows: (1) summative and formative evaluation objectives are mixed; (2) most instructional evaluation is designed with institutional convenience in mind; (3) evaluation results are given impersonally; (4) most evaluation instruments used are homemade products that have not been empirically evaluated; and (5) evaluation results look precise, objective, and meaningful. These factors contribute negatively to faculty attitudes about evaluation and explain why evaluation results tend not to be translated into teaching improvements. Solutions may include: separating formative and summative evaluation but linking the results; allowing the individual faculty member to be in control of formative activities; de-emphasizing the evaluative and judgmental aspects of formative activities; promoting the idea that acquiring data on teaching behaviors and practices is needed to assure the integrity of the classroom; seeing formative evaluation in ways other than standardized machine-scorable forms; encouraging dialogue about formative evaluation; and rewarding faculty for instructional excellence. (SW)

ED 283 541 JC 870 279

Head, Ronald B.
Employer Survey Results for the PVCC Graduating Class of 1984-85. Research Report Number 5-87.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Jun 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Employer Attitudes; Institutional Evaluation; *Job Performance; Job Satisfaction; Job Skills; Majors (Students); *Outcomes of Education; *Personnel Evaluation; Questionnaires; Surveys; Two Yea Colleges; Two Year College Students; Vocational Education; Vocational Followup

In spring 1987, Piedmont Virginia Community College (PVCC) conducted a survey to determine employer satisfaction with the college's occupational/technical graduates. Survey forms were sent to the employers of 62 graduates who had previously granted permission for their employers to be contacted. Study findings, based on responses from 50 employers, included the following: (1) over 70% of the employers rated their employees as "excellent" or "good" in terms of technical job skills, quality of work, attitude toward work, cooperation with fellow workers, and cooperation with supervisors; (2) over 60% of the employers rated the employees as "excellent" or "good" in terms of mathematical, writing, speaking, research, and logic skills; (3) over 70% rated the occupational education/training and general education provided by PVCC as "excellent" or "good"; and (4) a slight correlation between the employees' job satisfaction and the employers' evaluations was found, with the highest correlation occurring between job satisfaction and employees' attitude toward work. The study report includes the survey instrument and findings by graduates' curriculum and degree received. (EJV)

ED 283 556 JC 870 296

Shibayama, Guy T.

How To Cut a Round and a Square Inside Opening in a Piece of Sheet Metal Using Aviation Snips. Sheet Metal 1-001. Lesson Plan No. 2.

Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Instructional Materials; Lesson Plans; School Shops; *Sheet Metal Work; *Shop Curriculum; Teacher Developed Materials; Teaching Guides; Technical Education; Two Year Colleges

As part of a 90-hour community college course in sheet metal working, this 50-minute lesson was designed to enable a student to: (1) identify and use right and left hand aviation snips; (2) cut out a 6-inch round opening in a piece of sheet metal using aviation snips; and (3) cut out a 6-by-6 inch square opening in a piece of sheet metal using aviation snips. The lesson plan includes information on the course for which the lesson was designed; equipment and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the teachers' presentation is provided in a format indicating the length of time and the equipment or other aids necessary for each step of the lesson. Handouts and transparency masters are included. (PAA)

Annual Enrollment Report: North Carolina Community College System.
Student Enrollment and Full-Time Equivalents, 1984-85. Volume 20.

North Carolina State Dept. of Community Colleges. Div. of Planning and Research Services.

PUB DATE- 86
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Students; College Transfer Students; Community Colleges; Employment Programs; *Enrollment; *Enrollment Trends;

Extension Education; Females; Full Time Equivalency; Majors (Students); Males; Minority Groups; School Statistics; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *North Carolina

Official enrollment statistics are presented for the 58 institutions in the North Carolina Community College System, including detailed enrollment data for 1984-85 and summary data for previous years. Following introductory material and a glossary of terms, tables and graphs are presented, covering: (1) student enrollment by institution and quarter, 1984-85; (2) student enrollment by program area, 1958-59 through 1984-85; (3) student enrollment by program, 1984-85, 1983-84, and 1982-83; (4) curriculum and extension student enrollment by age and sex and race by institution, 1984-85; (5) geographic origin of students, 1984-85; (6) full-time equivalent (FTE) enrollment by quarter, 1984-85 and program, 1968-69 through 1984-85; (7) 1984-85 FTE enrollment in college transfer, general education, technical, vocational, academic extension, adult high school, avocational extension, occupational extension, practical skills extension, state adult basic education, regular budget extension, learning laboratory, Comprehensive Employment and Training Act, new and expanding industry, human resources development, and self-supporting and recreational programs; and (8) total average annual FTE, 1984-85. (EJV)

ED 283 627 RC 016 088

Saupe, William E.; Belknap, John W.
Rural Poverty in Wisconsin Counties. College of Agricultural & Life Sciences Research Report.
Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
SPONS. AGENCY- Economic Research Service (DOA), Washington, D.C. Economic Development Div.

PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aging (Individuals); Census Figures; Comparative Analysis; Definitions; *Economically Disadvantaged; Employment Patterns; Family (Sociological Unit); Family Characteristics; Low Income Counties; Population Trends; *Poverty Areas; Rural Economics; Rural Farm Residents; Rural Nonfarm Residents; *Rural Population; *Rural Urban Differences; *Urban Population
IDENTIFIERS- Census 1980; *Counties; Social Security Benefits; *Wisconsin

To describe rural poverty in Wisconsin in a manner useful to educators, policymakers, clergy, and businesspersons, census statistics, primarily from 1980, were used to look separately at rural nonfarm, farm, and urban families and persons. Other census data provided comparability. As measured in 1980, 6% of urban and rural nonfarm families had incomes at or below the poverty level, compared with 12% of farm families. The percentage of Wisconsin's poor farm families was higher than both the United States' and Wisconsin's average for all families--fluctuating around 15%. Even in counties with a low percentage of poverty, the number of poor families was large. Poverty ratios by age and residence varied, with little pattern among areas (farm, rural, and urban). Family structure affected the incidence of poverty in all geographical areas. Ninety percent of farm householders at or near the poverty level worked, compared with 60% of rural and urban families. Social Security benefits raised the percentages of farm, rural nonfarm, and urban unrelated individuals and householders above the poverty level. A higher percentage of rural and urban poor received public assistance than farm poor. Definitions, graphs, maps, and statistical data are included. (JMM)

ED 283 655 RC 016 293

Howard, Roy E.
Bilingual Education at Dzil Na'oodilii Community School.
PUB DATE- 27 Apr 85
NOTE- 12p.; A report on the Navajo Bilingual Education Conference (Red Rock State Park, NM, April 26-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; Biculturalism; *Bilingual Education; Bilingual Teachers; Change Strategies; Community Attitudes; Community Control; *Cultural Education; Educational Change; *Educational Policy; *Educational Quality; Elementary Secondary Education; Inservice Teacher Education; Navajo; Policy Formation; Program Descriptions; *Program Development; Tribal Sovereignty; Tribes
IDENTIFIERS- Dzilth Na O Dith Hle Community School NM; *Navajo (Nation)

Proceedings of a Navajo Bilingual Education Conference held April 26 and 27, 1985, are summarized in this report which focuses on the implementation of Navajo language and cultural education at the Dzlith Na O Dith Hle Community School (DCS). The paper begins by stating that the conference was intended to assist educators in understanding and preparing a plan to comply with new educational policies established by the Navajo Tribal Council on November 14, 1984, mandating excellence in education for all Navajos and specifying instruction in Navajo language and culture. A section on educational policies summarizes the positions of the Navajo Tribe, the Bureau of Indian Affairs, the State of New Mexico, Eastern Navajo Agency, and DCS. Recommendations for DCS include formation of a committee of teachers, administrators, school board members, and parents who will investigate options for implementing a bilingual education program. The report lays out options and costs for implementing Navajo language instruction and cultural education with and without the services of an outside curriculum consultant. The final section, titled "A Global Perspective of Bilingual Education," summarizes experiences of other peoples who speak a different language at home than at school and points out benefits of bilingualism. (JHZ)

ED 283 685 SE 048 220

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 13, Number 1, 1987.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- 87

NOTE- 68p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Biology; Computer Uses in Education; Earth Science; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Microcomputers; *Preservice Teacher Education; Science Education; *Science Instruction; *Science Teachers; Skill Development; *Teacher Attitudes; *Teacher Background; Teaching Methods
IDENTIFIERS- Israel; *Science Education Research

Abstracts and abstractors' critiques of ten articles dealing with various aspects of teacher education are presented in this journal issue. Studies reviewed focused on: (1) preservice secondary science teachers' understanding of the nature of science; (2) laboratory teaching skills; (3) science backgrounds of elementary teachers; (4) use of microcomputers in science teacher training; (5) effect of methods classes and practice teaching on attitudes toward science; (6) effect of different inservice formats on teacher attitudes; (7) teachers' views on mainstreamed students; (8) teacher beliefs and their role of personal convictions; (9) elementary teacher preparation in earth science; and (10) Israeli teachers' concerns related to a high school biology project. Included for each study are purpose, research design and procedure, and findings and interpretations. A critique follows each review. (ML)

ED 283 715 SE 048 250

Planning for Science in the Curriculum. A Report and Discussion Document Prepared by a Working Party On Curriculum Models for Science 5-16 For the Education (Research) Committee of the Association. Occasional Papers.

Association for Science Education, Cambridge (England).

REPORT NO.- ISBN-0-86357-034-8
PUB DATE- Apr 85
NOTE- 76p.
AVAILABLE FROM- Association for Science Education, College Lane, Hatfield, Herts, England AL10 9AA.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Instructional Improvement; Interdisciplinary Approach; School Community Relationship; *Science and Society; *Science Curriculum; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Great Britain

Designed to assist in the on-going process of curriculum development, this report offers science teachers ideas and strategies to help meet the current needs of their students and the demands of society. It is meant to serve as a source of practical suggestions that address the aims set out by Great Britain's Association for Science Education in the document, "Education Through Science." Contents include: (1) planning for change (reviewing perspectives on curriculum change); (2) framework for curriculum development (providing directives for setting and classifying objectives); (3) organizing the teaching of science (focusing on learning strategies, curriculum models, and timetable frameworks); (4) progression, continuity, and community (addressing needs for early experiences, interdisciplinary studies, and courses linked with the community); (5) whole curriculum perspective (advocating a holistic coordinated approach across the curriculum); and (6) perspectives on the need for change in the science curriculum. Bibliographic notes are included. (ML)

ED 283 730 SO 017 882

Bos, Roelof

Citizenship and Education in the United States of America. Report on a Tour of Five Weeks through the United States in the Autumn of 1985 Made on the Invitation of the U.S. Information Agency (USIA).

PUB DATE- 86
NOTE- 31p.; Portions contain broken and/or low density print. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; *Educational Environment; Educational Methods; *Educational Practices; Elementary Secondary

Education; Foreign Diplomats; *International Educational Exchange; *International Programs; Journalism; *Social Studies; Unions

The United States Information Agency (USIA) invited four Dutch educators to make a five-week tour through the United States during the 1985-1986 school year. The goal was "to award and administer United States Educational Development grants to qualified foreign educators...to enable them to observe educational methods and practices, to see school administration and supervision at selected U.S. educational institutions, and to promote the general interest of international educational exchange." Members of the group were particularly interested in social studies, secondary-school management, unions, and journalism. The cities visited were: Washington, D.C., Milwaukee, Dallas, Denver, Boulder, San Francisco, San Diego, New York, and Bloomington, Indiana. Contents of this personal narrative are: (1) "Washington, D.C."; (2) "Officials"; (3) "Schools"; (4) "Unions"; (5) "Universities"; (6) "Publishers"; (7) "Hosts"; (8) "What I Learned"; (9) "What I Suggest"; (10) "What I Can Do"; and a literature list. (BZ)

ED 283 744 SO 018 100

Miller, Kimerly; Painter, Nancy

The Study of the Dynamics of Hosting: 1982-83 Phase, Preliminary Report. Research Report 30.

AFS International/Intercultural Programs, Inc., New York, NY. Research Dept.
PUB DATE- Oct 85

NOTE- 17p.; For a related document, see SO 018 103.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); *Behavior Patterns; Cultural Exchange; Exchange Programs; Foreign Students; *International Educational Exchange; Secondary Education; Secondary School Students; *Student Adjustment; *Student Exchange Programs; Study Abroad

A principal mission of the American Field Service (AFS) Research Department is to carry out research and evaluation projects that could lead to increased understanding of the nature and impact of AFS exchanges. During the 1982-83 hosting year, three families in the U.S. Middle West agreed to participate in the study of the patterns of adjustment. Family N lived in a comfortable home in an upper middle class suburb of St. Louis. The student placed with them was a male secondary school graduate, age 18, from a major urban area in New Zealand. Family P lived in an apartment in an upper middle class suburb of St. Louis. The student placed with Family P was an 18-year old male from Ghana. Family Q lived in a working class suburb of St. Louis. The student placed with them was a male, age 17, from the Greek portion of Cyprus. A graphic adjustment cycle of the family members in each case study is presented and analyzed for each family studied. (BZ)

ED 283 400 FL 016 798

Ragan, Peter H.
Text, Context and Language Teaching: A Systemic-Functional Perspective.

PUB DATE- 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (21st, Miami, FL, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); Context Clues; *Educational Environment; Educational Strategies; *English for Special Purposes; Language Processing; *Language Role; Language Usage; *Linguistic Theory; *Notional Functional Syllabi; Second Language Instruction; Semantics

Language is used to realize different intentions, and the patterns of wording that have evolved in language bear a natural relationship to the meanings they have evolved to express. Despite the diversity in the way texts (content) are encoded, they may be traced to the contexts in which they communicate meaning, indicating a form-function relationship. Language students need to study the features of context more closely and be made aware of the available wording options for encoding the text-context relationship. The systemic-functional model of language offers a means of organizing the many uses of language in a systematic manner and of showing how we use language to express meaning. It isolates the features of meaning in a context (field, mode, tenor, and purpose) and the kinds of meaning in wording (textual, interpersonal, and ideational). This allows teachers to understand better how text relates to context and helps them determine what to include in a communicative syllabus. (MSE)

Murtha, Judith Rush
Computer Representation of Fabric Pattern Weaves as Woven Fabric Samples and Texture Maps for Educational and Industrial Applications.
PUB DATE- 83
NOTE- 56p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Art Education; *Computer Graphics; Computer Software; *Design Crafts; Higher Education; *Patternmaking; Textiles Instruction; Three Dimensional Aids
IDENTIFIERS- *Computer Assisted Drafting; Textile Industry; Texture Mapping; *Weaving

The purpose of this study was to write a computer program that would not only output a color pattern weave to a cathode ray tube (CRT), but would also analyze a painted design and output a printed diagram that would show how to set up a loom in order to produce the woven design. The first of seven chapters describes the problem and the intent of the study, while the second clarifies the basic process of drafting through a description of conventional drafting methods. Computer aided drafting of a textile design is briefly explained in the third chapter, which also describes the development of a program that defines a traditional pattern draft as a matrix and outputs it to a color monitor and a line printer. It is noted that this program is closely modeled after the methods used to generate a pattern weave draft by hand, and that it will not only produce a diagram, but translate it into a texture form for mapping onto a two or three dimensional surface. Some of the problems encountered in programing the texture mapping for this study, which is currently limited to two dimensional surfaces, are discussed in the fourth chapter, and advantages and disadvantages of designing textile pattern weaves by computer program are considered in the fifth. A discussion of educational and industrial applications of computer-aided textile design is presented in the sixth chapter, and the final chapter briefly considers future possibilities for the use of computers as visual design tools for both education and industry. The text is illustrated by 24 figures and a glossary is provided, as well a 22-item bibliography and 13 references. (Author/MES)

ED 283 514 IR 012 718

McConeghy, Gary L.; McConeghy, Janet I.
A National Survey of Higher Education Media Services.
PUB DATE- Apr 87
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiovisual Centers; Budgets; *Delivery Systems; Educational Radio; *Educational Television; *Equipment Maintenance; Film Production; Higher Education; Learning Resources Centers; Organization Size (Groups); Photography; Questionnaires; School Surveys; Use Studies; Videotape Recordings
IDENTIFIERS- *Video Production

A questionnaire was distributed to 486 two- and four-year colleges and universities with an enrollment of at least 1,000 students in order to determine the extent to which campus media service units were providing nonprint media services to their students and faculty. Administration, distribution services, maintenance services, video production services, and other production services were the major areas covered by the questionnaire. Analysis of the 220 responses received (a 45% response rate) indicated that: (1) the average total non-print media budget was $227,113, and the national average expenditure per student for media service was $38.71; (2) 60% of all schools did their own hardware repairs; (3) 75% of the respondents indicated that they produced video materials for campus users; (4) indicators of growth, such as increases in staff and maintenance or production activities, were evident in a majority of the schools; and (5) increasing use of media services was also reported. Seventeen tables are distributed throughout the paper. A list of the responding institutions and a copy of the questionnaire are appended, and four references are listed. (Author/MES)

ED 283 641 RC 016 239

Outdoorsman: Outdoor Cooking.
Alberta Dept. of Agriculture, Edmonton.

REPORT NO.- WP473-83.
PUB DATE- 83
NOTE- 64p.; For related documents, see RC 016 236-240.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Camping; *Cooking Instruction; Food; Foreign Countries; Nutrition Instruction; *Outdoor Activities; *Outdoor Education; Program Guides; Recordkeeping; Records (Forms)
IDENTIFIERS- 4 H Clubs; *4 H Programs; Menu Planning; *Recipes (Food)

This Outdoor Cookery manual provides information and instruction on the basic outdoor skills of building suitable cooking fires, handling fires safely, and storing food. The necessity of having the right kind of fire is stressed (high flames for boiling, low for stewing, and coals for frying and broiling). Tips on gauging temperature, what types of wood to use and how to build different fires are given. Modern cooking devices (coffee pots, portable stoves, etc.) are discussed, as well as improvised devices (tin can stoves and reflector ovens) and non-utensil cooking using sticks, stones, strings, and bare coals. Fourteen recipes are included using foil to keep the food in and the ashes out. Menu planning with regard to convenience of preparation, weight, cost, spoilage concerns, estimation of amounts needed and nutritional value is emphasized, and includes checklists for utensils, camp equipment, cleaning supplies, food and paper products. Over 40 recipes for desserts, drinks, main dishes, baked goods, and snacks are given. The last section is devoted to record-keeping (with sample forms), metric conversion tables, and four references. (JMM)

SE

ED 283 670 SE 048 204

Bandhu, Desh, Ed.; Berberet, G., Ed.
Environmental Education for Conservation and Development. Proceedings of the International Conference on Environmental Education (2nd, New Delhi, India, March 4-9, 1985).
Indian Environmental Society, New Delhi.
PUB DATE- 87
NOTE- 550p.; Photographs and drawings may not reproduce well; several pages have broken type.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; *Ecological Factors; Elementary Secondary Education; Engineering Education; *Environmental Education; Field Studies; *Foreign Countries; Global Approach; Higher Education; International Programs; *National Programs; Professional Associations; *Quality of Life; Science and Society; Technological Advancement
IDENTIFIERS- *India

This document represents the proceedings of an international conference designed to highlight the urgent need for environmental education. Following the keynote addresses, 63 papers are presented in two sections. The section dealing with "Environmental Education" provides descriptions of environmental education programs in elementary schools, secondary schools, universities, and engineering institutions as well as non-formal educational facilities. The importance of field studies and demonstration projects is emphasized in several papers. The section on "Issues in Environmental Management" includes contributions on such topics as: (1) degradation of the environment resulting from development activities; (2) conservation needs; (3) illegal wildlife trade; (4) pesticide poisoning and treatment; (5) coastal zone management; (6) water pollution; (7) heritage conservation; (8) ecologically sustainable protein production; (9) management of forest resources; and (10) conservation of underexploited plant resources. Most of the papers deal specifically with India, although several presentations are about problems and programs in other nations. (TW)

ED 283 700 SE 048 235

Wiebe, Arthur, Ed.; And Others
Math + Science: A Solution. Introductory Investigations. Book 1.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 87
NOTE- 115p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 236-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; Instructional Improvement; *Integrated Activities; Interdisciplinary Approach; Intermediate Grades; Learning Activities; *Mathematics Education; *Mathematics Instruction; Mathematics Skills; Middle Schools; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

Developed for use primarily with middle school age students, this introductory booklet provides a sample of innovative activities that integrate mathematics skills with science processes. The investigations employ a wide variety of readily available and easily understood materials. The 25 activities are sequenced from simple to complex according to the science processes of: (1) observing and classifying; (2) measuring; (3) estimating, predicting, and hypothesizing; (4) controlling variables; (5) gathering and recording data; (6) interpreting data; and (7) applying and generalizing. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains background information and suggestions for classroom management, instruction, discussion, and program extension. (ML)

ED 283 759 SO 018 249

Brown, Lester R.; Jacobson, Jodi L.
The Future of Urbanization: Facing the Ecological and Economic Constraints. Worldwatch Paper 77.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-78-X
PUB DATE- May 87
NOTE- 62p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; Depleted Resources; Developing Nations; *Ecological Factors; *Economic Factors; Energy Management; Foreign Countries; Higher Education; *Human Geography; Land Settlement; Migration Patterns; *Population Trends; Residential Patterns; Resources; Urban Areas; Urban Demography; *Urban Environment; *Urban Problems

Aside from the growth of world population itself, urbanization is the dominant demographic trend of the late twentieth century. The number of people living in cities increased from six hundred million in 1950 to over two billion in 1986. If this growth continues unabated, more than half of humanity will reside in urban areas shortly after the turn of the century. Resultant signs of urban stress now apparent around the world call into question the continuing expansion of cities. Land and water scarcity, inefficient energy use and waste disposal, and the resultant problems of pollution all contribute to the escalating ecological and economic costs of supporting modern cities. Accelerated urbanization in the Third World has spurred the concentration of political power within cities, leading to policies that favor urban over rural areas. Now, mounting external debts are forcing Third World governments to scale back urban subsidies just as the demand for services multiplies. Today's urban areas, larger and more numerous than ever, have outgrown the capacity of natural and social systems to support them. One way of reaching a nation's optimum rural-urban balance would be for a market economy to play a more prominent role in economic development. Chapters include: "The Growth and Role of Cities"; "Urban Energy Needs"; "Feeding Cities"; "Nutrient Recycling"; "Ecology and Economics of City Size"; and "Seeking a Rural-Urban Balance." (BZ)

ED 283 386 FL 016 784

Wong, Rita
Teaching Pronunciation: Focus on English Rhythm and Intonation. Language in Education: Theory and Practice, No. 68.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 94p.
CONTRACT- 400-86-0019
AVAILABLE FROM- Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994 ($9.33).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Age Differences; Articulation (Speech); Class Activities; Classroom Techniques; Diagnostic Teaching; Educational Objectives; *English (Second Language); *Intonation; Language Proficiency; *Language Rhythm; Learning Motivation; *Listening Skills; *Pronunciation Instruction; Second Language Instruction; Skill Development; Syllables
IDENTIFIERS- *Pitch (Language)

A discussion of pronunciation instruction in English as a second language begins with comments on preparing for pronunciation work in the classroom and goes on to examine the rhythm of English and the characteristics of intonation. The chapter on preparing for pronunciation work focuses on: accounting for learner variables, motivating learning, identifying realistic objectives, diagnosing proficiency, the need for a systematic approach, focusing listening opportunities, developing effective listening skills and a comfortable level of fluency. The chapter on English rhythm examines what rhythm is, introducing how it functions in English, teaching syllable length, pauses and thought groups, and rhythm and linking sounds. The third chapter defines intonation and looks at teaching students to hear pitch changes, using pitch to separate clauses and phrases, and the qualities of focus, prominence, and contrast. Each chapter includes exercises. Pronunciation instruction for individual sounds is not discussed. A sample diagnostic checklist and sample texts marked for intonation are included. (MSE)

ED 283 416 HE 020 389

Tinto, Vincent
Leaving College: Rethinking the Causes and Cures of Student Attrition.
REPORT NO.- ISBN-0-226-80446-1
PUB DATE- 24 Mar 87
NOTE- 246p.
AVAILABLE FROM- University of Chicago Press, 5801 S. Ellis Avenue, Chicago, IL 60637 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Persistence; *College Environment; *College Students; *Dropout Prevention; Dropout Research; Higher Education; Intervention; *School Holding Power; *Student Attrition; *Student College Relationship; Theories

The dimensions and consequences of college student attrition and features of institutional action to deal with attrition are discussed. Patterns of student departure from individual colleges as opposed to permanent college withdrawal are addressed. After synthesizing the research on multiple causes of student leaving, a theory of student departure from college is presented based on the work of Emile Durkheim and Arnold Van Gennep. The theory proposes that student departure may serve as a barometer of the social and intellectual health of college life as much as of the students' experiences at the college. The quality of faculty-student interaction and the student's integration into the school are central factors in student attrition. Attention is directed to features of retention programs, including the time of college actions and variations in policy necessary for different types of students and colleges. It is suggested that effective retention lies in the college's commitment to students. The content, structure, and evaluation methods for assessment of student retention and departure are considered, along with the use of assessment information for developing effective retention programs. (SW)

Hines, Edward R.
Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1986-87.
PUB DATE- 87
NOTE- 32p.; This issue is the 28th consecutive volume in a report series called the GRAPEVINE longitudinal study of state tax support of higher education.
AVAILABLE FROM- National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Higher Education; National Surveys; *Operating Expenses; *Public Colleges; *Resource Allocation; *State Aid; *Tax Allocation

Information on state tax support of higher education in the United States is presented. In addition to trend data since 1976, data on state tax-fund appropriations for each state and specific colleges and systems are provided for fiscal years (FY) 1985-1986 and 1986-1987. A narrative section reveals that there was an increase of nearly two billion dollars in FY 1987 over FY 1986. While 1987 showed a gain of 14% in support of higher education, the rate of gain slowed. One-year and 2-year gains in support are indicated, and 2-year gains for the nation are also arranged in quartiles and quadrants. Quaartiles show the range of changes, quadrants focus on regional groupings and variations. An additional table incorporates the sizes of the projected growth rates in general fund revenues from FY 1986 to FY 1987 and the 2-year percentage gains using data for the 13 states in the top quartile and the 12 states in the bottom quartile. Data are provided for appropriations to main campuses, branch campuses, and medical centers, and state coordinating or governing boards. Some state profiles include

appropriations for state scholarships or other student financial aid. Excluded are appropriations for capital outlays and debt service. (SW)

ED 283 487 HE 020 511

St. Thomas, Sister

Computers in Hospital Clinical Nursing: Implications for Nursing Education.

PUB DATE- Oct 85
NOTE- 84p.; Ed.D. Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Oriented Programs; Data Processing; Higher Education; *Hospitals; *Inservice Education; *Medical Services; Nursing; *Nursing Education; Questionnaires; Users (Information); *Use Studies

The use of computers in hospital clinical nursing and implications for the education of nurses were studied with a sample of 130 hospitals. Of concern was how computers were used, which hospital personnel used computers in health care, costs to educate staff nurses, and who teaches nurses about computers. Questionnaires completed by hospital data processing managers revealed that 29% of the hospitals did not have computers for clinical nursing, although many were planning or were scheduled to implement computer use. Where computers were available, they were used in clinical units but there was limited availability of computer interface with technical medical instruments. A majority of respondents said that to be most effective the nurses should be involved in computer planning for use in clinical nursing. Registered nurses and ward secretaries were the primary computer users. Inservice education was reported to be costly, and an increase in that cost was noted in intensive care units. Further research about computer application and use by nurse health care providers and about computer knowledge needed by new graduates was recommended. The questionnaire and a model computer education module for nurses are appended. (SW)

ED 283 528 IR 052 000

Huttemann, Lutz, Ed.
Coordination and Improvement of National Information Services. Mbabane and Maseru Workshop Papers (Mbabane, Swaziland, February 24-28, 1986 and Maseru, Lesotho, March 3-7, 1986).
German Foundation for International Development, Bonn (West Germany).; Lesotho Library Association, Maseru.; Lesotho Univ., Maseru.; Swaziland Library Association, Mbabane.; Swaziland National Library Service, Mbabane.
REPORT NO.- DOK-1347-A/a; GP-25-32-86
PUB DATE- Jun 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coordination; Cultural Context; *Developing Nations; Foreign Countries; Information Retrieval; *Information Services; Information Systems; International Cooperation; *National Program *Program Improvement; Regional Programs; Shared Resources and Services; Socioeconomic Status; User Needs (Information)
IDENTIFIERS- *Lesotho; National Documentation Centers; *Swaziland

Seven papers from the Mbabane workshop are presented in the first part of this report: (1) "An Overview of the Supply of Information in Swaziland" (E. Wamala); (2) "The Place of a Documentation Centre in the Supply of Information in Swaziland: Problems and Prospects" (M. M. Nhlapo); (3) "The Concept of Cooperation in Information Services: National, Regional, International" (Z. N. Ngcobo); (4) "The User vis-a-vis the Information Purveyor" (E. E. Kaungamno); (5) "The Application of Theory to Practice" (S. B. Monageng); (6) "The Role of a National Information Service in Socio-Economic and Cultural Development" (N. Longwe); and (7) "Improvement of National and Regional Information Services: An Assessment of Problems and Solutions Prescribed under the PADIS Programme" (D. Abate). Recommendations from the IDRC/UNESCO/TLS Conference on Resource Sharing in Southern and Central Africa (Tanzania, December 1985) are appended to this section. Six papers from the Maseru workshop are presented in the second part of the report: (1) "The State of the Art in the Field of Information Supply on a National Scale" (M. M. Lebotsa); (2) "Identification of an Institution Which Could Play the Role of a National Documentation Centre" (R. J. Kukubo); (3) "Role of a National Information Service for the Socio-Economic and Cultural Development" (S. M. Mohai); (4) "The Fitting of National Information Services into Regional and International Information Systems, and the Use of Such Services/Systems" (M. M. Moshoeshoe); (5) "Information Retrieval: A Case Study--The Minister's Speech" (J. R. Neill); and (6) "User-Related Problems at NUL National University of Lesotho Library" (P. Moabi). Also included for each of the workshops are opening and closing remarks; workshop recommendations; the workshop program; and a listing of participants, resource persons, and staff. (KM)

ED 283 585 JC 870 339

Sandusky, Sam T.
Identification of High Risk Students from Matriculation Information.
SPONS. AGENCY- Northern California Community Colleges Research Group.
PUB DATE- 23 Apr 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Dropout Characteristics; Dropout Research; *Enrollment Influences; *High Risk Students; Potential Dropouts; *Predictor Variables; Student Attrition; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted at Sacramento City College (California) to determine the possibility of identifying high-risk students from information available from applications, assessment results, transcripts, and college enrollment data. Fall 1985 grade point averages (GPA) and progress percentages were used for high or low risk determination. Study findings, based on an analysis of available matriculation data on a random sample of 680 students drawn from the 13,599 students registered for fall 1985, indicated that the following groups were at higher risk when entering college: (1) high school graduates/seniors with no transcript or with a low high school GPA; (2) non-high school graduates; (3) undeclared majors; (4) re-entry students, especially males and those returning within 5 years of leaving college; (5) students with low assessment test scores or with no assessment scores; (6) students not attempting or completing writing and mathematics classes; and (7) underrepresented minorities. A list of data elements and detailed findings are provided. (EJV)

ED 283 599 PS 016 558

Clasen, Donna Rae
Comparisons of Rejected, Neglected and Popular Adolescents on Psycho-Social and Cognitive Variables.
PUB DATE- 23 Apr 87
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Child Neglect; *Cognitive Ability; Comparative Analysis; Grade Point Average; High Risk Students; Intelligence Quotient; Junior High Schools; Loneliness; *Peer Acceptance; *Popularity; *Rejection (Psychology); *Self Esteem

To further particularize differences between rejected and neglected children, 196 adolescents enrolled in 7th, 8th, and 9th grades were identified by their peers as "populars," rejected "unpopulars," and neglected "unknowns." The students were also compared on (1) psychological assessments of self-esteem, loneliness, and sense of belonging, and (2) cognitive variables of intelligence quotient (IQ), achievement scores, and grade point average. Planned contrasts between each of the groups showed that rejected and neglected children were significantly more lonely than popular children, but the groups did not differ on self-esteem. Both rejected and neglected students felt significantly farther from the center of school than did popular students. No significant difference was found between groups on their desire to be closer to the center. No significant differences were found between the three groups on IQ or achievement scores. On grade point average, however, rejected students were significantly lower than the neglected or popular children. In this sample, rejected and neglected adolescents seem at risk on emotional dimensions of loneliness and sense of belonging. Rejected students were at risk academically, as reflected by grade point average. (Author/RH)

ED 283 613 PS 016 655

Holloway, Susan D.; Reichhart-Erickson, Marina
The Relationship of Day Care Quality to Children's Free Play Behavio
and Social Problem Solving Skills.
PUB DATE- 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Day Care; Day Care Centers; Early Childhood Education; *Educational Quality; *Interpersonal Competence; Nursery Schools; *Play; *Preschool Children; *Problem Solving; Social Class

A total of 55 children attending 15 day care centers and nursery schools participated in an investigation of the relationship of day care quality to 4-year-old children's activities during free play and to their knowledge of social problem solving. The study also considered the extent to which social class mediated relationships between variables. Day care quality indicators included quality of interaction with teachers, arrangement of the physical space, spaciousness of the environment, appropriateness and variety of the materials provided for play, quality of the outdoor area, group size, and child-teacher ratio. Social problem solving was assessed using a social reasoning procedure adapted from that developed by Spivack and Shure (1974). Children's answers to a social dilemma were coded using Rubin's (1981) categories of prosocial and antisocial responses. A measure of social class was formed by summing mother's and father's education and occupation levels. Relationships were found between dimensions of environmental quality and children's absorption in solitary play and knowledge of social problem solving. Most of these relationships held up after the effects of social class were statistically removed. (Author/RH)

ED 283 731 SO 017 913

Global History. A Curriculum Guide. First Semester. Themes I-II: Many Factors Influence the Development of Civilizations; Early Civilizations and Cultures Developed around the World. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-0-88315-639-3
PUB DATE- 81
NOTE- 242p.; For related global history materials, see SO 017 914-923.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Cultural Differences; *Curriculum Guides; *Global Approach; *History Instruction; Instructional Materials; Latin Americans; Learning Activities; *Middle Eastern Studies; Resource Materials; Secondary Education; Secondary School Curriculum; Social Studies; Teaching Methods

IDENTIFIERS- Latin America

In view of the growing interdependence of nations and peoples, this bulletin is designed to prepare students for the future through a global history course. The course includes two major emphases: regional history and the interrelationships among regions dating from 1500 to the present. Theme I, entitled "Many Factors Influence the Development of Civilizations," contains an introduction to the tools and disciplines used in studying people and societies, the commonalities that exist among people, and the global approach to studying history. "Early Civilizations and Cultures Developed around the World" is the topic of Theme II and presents factors linking the earliest civilizations as manifested by the movement of peoples, the diffusion of culture, and the process by which one society builds upon ideas and institutions of other societies. Both themes contain learning activities with suggested approaches for teaching topics related to the themes and their subthemes. Each learning activity covers the rationale, performance objectives, and several teaching strategies. (KWL)

ED 283 445 HE 020 419

Kurfiss, Joanne
The Reasoning-Centered Classroom: Approaches That Work.
PUB DATE- 87
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- *College Instruction; Decision Making; *Educational
Innovation; *Group Instruction; Higher Education; Learning
Activities; Peer Relationship; *Problem Solving; *Teaching Methods;
*Writing Skills

Creative and successful ways to develop reasoning-centered classrooms are described. An informative testing method, which was developed by Larry Michaelson (University of Oklahoma Division of Management) begins with students taking a quiz and turning in their results. Then they retake the quiz in a permanent group of five or six students who must arrive at a consensus on each item. Group scores have been higher than individual scores, and students report improved problem-solving skills. Another model, Guided Design, developed by Charles Wales (West Virginia University), allows students to work in teams on complex problems, guided by a decision-making model presented in steps by the instructor. Problem-centered small group instruction known as the "ADAPT" program was developed by Robert Fuller (University of Nebraska-Lincoln). Both ADAPT and a spinoff called SOAR use a Piaget-based model called the learning cycle to guide students from concrete, hands-on learning experiences to abstract formulations of principles and their applications. Additional approaches include: programs using collaborative learning; a simulation involving controversy to help improve writing skills; projects that incorporate controversy, writing, and collaborative learning; and using informal writing to enhance learning. (SW)

ED 283 459 HE 020 441

Thomas, Alice
The Role of Assessment in the Private Institutions in Minnesota.
PUB DATE- Feb 87
NOTE- 32p.; For related document, see HE 020 443. Paper collected as part of the American Association for Higher Education Assessment Forum. Tables in appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Deans; Accountability; *Administrator Attitudes; *Educational Assessment; *Educational Quality; Evaluation Utilization; Higher Education; Improvement Programs; Information Needs; Institutional Research; *Private Colleges; Questionnaires

IDENTIFIERS- *AAHE Assessment Forum; *Minnesota

Views of academic deans at 15 private Minnesota colleges concerning assessment were surveyed. About half of the colleges experienced some but not great pressure for assessment from their external environment while the remaining had felt essentially no pressure. The deans identified obstacles to assessment, including fears about possible intrusion of assessment on teaching and learning and misuse of assessment results, and fears related to limited resources of time, money, and technology. Assessment instruments and funding appeared as areas of needed assistance. A majority of the colleges had availed themselves of the opportunity to learn more about assessment through conferences devoted entirely to assessment. Regarding the appropriate role of assessment, there were some differences between the use of assessment for accountability versus improvement and development. Although differences were not large, there was a tendency to favor assessment for improvement and development purposes over accountability. A second questionnaire was sent to institutional research personnel to determine the types of assessment information collected by the college. Appended are the questionnaires, which used some items from an American Council on Education survey. (SW)

ED 283 542 JC 870 280

O'Brien, William A.
Liberal Education through Training: Bringing Higher Education to th
Workplace.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Vocational Education; Community Colleges; *Continuing Education; Educational Needs; General Education; *Humanities; *Labor Education; *Liberal Arts; School Business Relationship; Two Year Colleges

A case is put forward for incorporating the skills, attitudes, perspectives, and sensitivities of liberal learning into training programs in the workplace. Liberal learning not only results in employees who possess the skills, insights, breadth of understanding, flexibility and tolerance traditionally associated with liberal arts graduates but is also a way to strike a balance between theory and application. Educators must find a way to bring this learning to those who are dealing now with technological and organizational change, with increased pluralism in the workforce, with a clientele that is increasingly international, with ethical questions not confronted before, with competitive pressures that are global in scope. Specifically, the paper: (1) examines some of the more obvious advantages of building liberal education into training programs for the employer; (2) identifies the principal differences, theoretical and applied, between training and education, and suggests ways that each can contribute to the quality of the other; (3) clarifies the relationship between subject matter and liberal learning, and suggests specific ways to use the first to promote the second; and (4) identifies problems to be expected in making the mix between training and liberal learning fruitful, and suggests strategies to avoid these difficulties. (EJV

ED 283 557 JC 870 297

Kawamura, Harry T.
Replacing a Single-Pole Light Switch. Minor Electrical Home Repairs, Lesson Plan No. 3.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.

PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Community Colleges; Educational Resources; *Electrical Systems; *Electric Circuits; Homemaking Skills; Instructional Materials; Lesson Plans; *Lighting; *Repair; School Shops; *Shop Curriculum; Teacher Developed Materials; Teaching Guides; Two Year Colleges

Designed as part of a 40-hour course in minor electrical home repairs, this 50-minute lesson is designed to enable the student to: (1) use a voltage tester to isolate electrical switching problems safely; (2) use simple hand tools to remove the defective switch without creating a shock hazard; (3) correctly identify the type of wire, current, voltage rating, and amperage limitation for the new switch from the information found on the defective switch; (4) use a continuity tester to test the new switch for proper operation before installation; and (5) install the new switch legally and test the circuit safely. The lesson plan includes information on the course for which the lesson was desinged; equipment and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids necessary for each step of the lesson. Transparency masters are included. (PAA)

ED 283 571 JC 870 312

Annual Enrollment Report: North Carolina Community College System. Student Enrollment and Full-Time Equivalents, 1985-86. Volume 21.

North Carolina State Dept. of Community Colleges. Div. of Planning and Research Services.

PUB DATE- 87
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Students; College Transfer Students; Community Colleges; Employment Programs; *Enrollment; *Enrollment Trends; Extension Education; Females; Full Time Equivalency; Majors (Students); Males; Minority Groups; School Statistics; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *North Carolina

Official enrollment statistics are presented for the 58 institutions in the North Carolina Community College System, including detailed enrollment data for 1985-86 and summary data for previous years. Following introductory material and a glossary of terms, tables and graphs are presented, covering: (1) student enrollment by institution and quarter, 1985-86; (2) student enrollment by program area, 1958-59 through 1985-86; (3) student enrollment by program, 1985-86, 1984-85, and 1983-84; (4) curriculum and extension student enrollment by age and sex and race by institution, 1985-86; (5) geographic origin of students, 1985-86; (6) full-time equivalent (FTE) enrollment by quarter, 1985-86 and program, 1968-69 through 1985-86; (7) 1985-86 FTE enrollment in college transfer, general education, technical, vocational, academic extension, adult high school, avocational extension, occupational extension, practical skills extension, state adult basic education, compensatory education, regular budget extension, learning laboratory, Comprehensive Employment and Training Act, new and expanding industry, human resources development, and self-supporting and recreational programs; and (8) total average annual FTE, 1985-86. (EJV)

ED 283 628 RC 016 089

Reyhner, Jon, Ed.
Teaching the Indian Child: A Bilingual/Multicultural Approach.
Eastern Montana Coll., Billings. School of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 289p.
GRANT- G008300157

AVAILABLE FROM- Bilingual Education Program, Division of Elementary and Secondary Education, Eastern Montana College, 1500 North 30th Street, Billings, MT 59101-0298 ($5.00; $3.50 in quantity).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020) Books (010
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Literature; American Indians; *Biculturalism; Bilingual Education; Computer Uses in Education; Cultural Awareness; Cultural Differences; *Cultural Education; Curriculum Development; Discipline; Educational History; Educational Testing; Elementary Secondary Education; *English (Second Language); Language Arts; Mathematics Curriculum; Parent Role; Parent Teacher Cooperation; Physical Education; Reading Instruction; Science Curriculum; *Second Language Instruction; Self Concept; Social Studies; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Oral Tradition

Ideas about resources and methods especially appropriate for India students are presented in this book of 19 chapters by 17 authors. The bulk of the material is addressed to non-Native teachers, and teaching methods do not require knowledge of a Native American language. The opening chapter lays out evidence of the need for improving Native American education and describes problems contributing to poor achievement ranging from cultural differences to irrelevant curriculum. A chapter on bilingual education presents a rationale and defines components of successful programs. A discussion of self-concept and the Indian student urges teachers to expect success, respect students and their culture, and give students responsibility. Instructional methods and selected bibliographies are presented in chapters on reading comprehension, reading material selection, teaching Native American literature, the whole language approach, and English as a second language for Indian students. Specific chapters cover social studies, science, mathematics, and physical education curriculum for Native American students. Two chapters on Indian parents focus on children's early interactional experiences at home as they relate to later academic achievement and recommend ways to address parental involvement. Additional chapters deal with effective discipline for the Native American student, testing, and preserving Indian culture through oral literature. (JHZ)

ED 283 656 RC 016 294

Howard, Roy E.
Navajo Nation Education Policies: An Analysis of the Mission Statement.
PUB DATE- 7 Oct 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; *Bilingual Education; Citizenship Education; Community Attitudes; Community Control; Cultural Pluralism; Demography; Educational Cooperation;

Educational Objectives; *Educational Policy; *Educational Quality; Elementary Secondary Education; Lifelong Learning; Navajo; *Policy Formation; Self Determination; Self Esteem; *Student Educational Objectives; Tribal Sovereignty; Tribes
IDENTIFIERS- *Navajo (Nation)

On November 14, 1984, the Navajo Tribal Council approved a new set of educational policies (the "Mission Statement") intended to improve the quality of education for all Navajos, specifically some 56,810 students in 223 schools on or near the Navajo reservation. The Mission Statement asserts that the Navajo Tribe, as a sovereign nation, is responsible for overseeing the education of its people wherever they are being educated and assuring that their education provides excellence in the academic program and high, realistic expectations for all students. Seven specific points are spelled out. The first point calls for age, grade, and/or developmentally appropriate curriculum and addresses the fact that in the past Navajo students were most often not on grade level for their age. The second, third, and fourth points call for true bilingual/bicultural education and are based on a number of successful programs on the reservation as well as the recognized value of bilingual methods in studies throughout the world. The final three points call for: (1) the development of self-discipline and a positive self-concept; (2) preparation for lifetime responsibilities in the areas of employment, family life, and use of leisure; and (3) an attitude toward education which encourages lifetime learning. (JHZ)

ED 283 686 SE 048 221

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 13, Number 2, 1987.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- 87
NOTE- 69p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Biology; Chemistry; Cognitive Processes; Cognitive Style; College Science; Ecology; Elementary Secondary Education; Foreign Countries; Instructional Improvement; *Learning Strategies; *Misconceptions; Questioning Techniques; *Science Curriculum; Science Education; *Science Instruction; *Science Teachers; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Canada; *Science Education Research
Abstracts and abstractors' critiques of ten published articles related to curriculum, misconception research, and instruction are presented. Aspects addressed in the studies include: (1) Canadian teachers' opinions on changes in elementary and junior high school science programs; (2) current status of ecology education in Illinois; (3) meta-analysis report of the effects of ISCS Program; (4) impact of selected elementary science programs on classroom practices; (5) medical students understanding of natural selection; (6) junior high school age students' explanations of chemical reactions; (7) teaching children to ask operational questions; (8) alienation of students from science; (9) lesson structure and cognitive style and science achievement of elementary school children; and (10) effects of text questions of various types of retention of biology concepts by college students. Included for each study are purpose, research design and procedure, and findings and interpretations. A critique follows each review. (ML)

ED 283 701 SE 048 236

Wiebe, Arthur, Ed.; And Others

The Sky's the Limit! With Math and Science. Aerodynamics. Book 2.

AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 87

NOTE- 116p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Middle Schools; Physical Sciences; Process Education; Science Education; *Science Instruction; Skill Development; Space Sciences
IDENTIFIERS- *Science Process Skills

Developed for use primarily with students of grades five through nine, the activities presented in this book provide teachers and students with opportunities of exploring the science of aerodynamics. The activities are designed so that students can practice and apply the 22 skills and concepts related to flight in problem-solving situations. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the 12 activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 716 SE 048 251

Americans Outdoors: The Legacy, the Challenge. With Case Studies. The Report of the President's Commission.

REPORT NO.- ISBN-0-933280-36-X
PUB DATE- 87
NOTE- 435p.
AVAILABLE FROM- Island Press, 1718 Connecticut Ave., NW, Suite 300, Washington, DC 20009 ($24.95).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Community Resources; *Conservation (Environment); Government Role; Leisure Time; *Natural Resources; *Outdoor Education; Parks; *Physical Environment; Public Policy; *Recreation; Recreationists; Recreation Legislation; Trails
IDENTIFIERS- *Outdoor Recreation; *Presidents Commission on Americans Outdoors

An advisory commission was charged by the President of the United States to review public and private outdoor recreation opportunities, policies, and programs and to make recommendations for the future. The body of this publication is the final report of the Commission on Americans Outdoors which was delivered on January 28, 1987. Findings are presented in four major sections. These include: (1) "Americans and the Outdoors" (addressing the problems, benefits, and possibilities for outdoor recreation); (2) "Americans: the People" (stressing the need for an outdoor ethic and for action and involvement in improving services); (3) "Outdoors: the Resources" (identifying needs, initiatives, and management concerns); and (4) "Making It Work" (highlighting the roles and necessity of partnerships, public policy, community action, strong leadership, and funding strategies). A summary of key issues and recommendations as well as a summary of the proceedings of the National Conference on Recreation and the American City are included as appendices. The full text of 12 selected case studies which describe innovative approaches to solving problems and maximizing opportunities to protect resources and expand recreation opportunities are presented. (ML)

ED 283 745 SO 018 103

Crano, Suellen L.
Self-Concept and Adjustment in International Exchange Students. Research Report 32.
AFS International/Intercultural Programs, Inc., New York, NY. Research Dept.
PUB DATE- Jun 86
NOTE- 16p.; For a related document, see SO 018 100.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); Behavior Patterns; *Foreign Students; *International Educational Exchange; Secondary Education; *Self Concept; *Self Concept Measures; *Student Adjustment; Study Abroad

The important role that self-concept has in the educational process and its relation to academic success suggest that it might prove relevant to a study of cross-cultural adjustment. The focus of this investigation is the relationship between self-concept and the personal, social, and academic adjustment of high school-aged international exchange students in the United States. A Latin American sample of over 200 American Field Service students was chosen. These students came from five countries (Brazil, Ecuador, Paraguay, Uruguay, and Venezuela), and all were headed for a yearlong homestay in the United States. The findings of this study suggested that there was indeed a relationship between self-concept and subsequent personal, social, and academic adjustment. Students whose initial self-concept measures were high expressed fewer and less severe adjustment problems than those whose initial self-concepts were not so high. (BZ)

ED 283 371 FL 016 760

Hellgren, Paul
Thinking in a Foreign Language. Research Report 44.
Helsinki Univ., (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-4033-6
PUB DATE- 86
NOTE- 138p.
AVAILABLE FROM- Department of Teacher Education, University of Helsinki, Rarakatu 2, SF-00120 Helsinki, Finland.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Cloze Procedure; *Cognitive Processes; English (Second Language); Finnish; Foreign Countries; *Inferences; *Interlanguage; *Language Processing; Language Proficiency; *Reading Comprehension; Secondary Education; Secondary School Students; *Second Languages; Semantics; Uncommonly Taught Languages
IDENTIFIERS- *Finland

A study tested hypotheses concerning thinking in a foreign language. Specifically, it looked at whether (1) inferencing in a foreign language relies on mental models and propositional thinking; (2) the three stages of the theory of comprehension apply to understanding foreign-language discourse; and (3) propositional thinking manifests native language influence. The subjects were Finnish secondary school students with nine years of English language training. The study analyzed false responses to a cloze test to examine the processes underlying them. Results supported all three hypotheses, but the cloze procedure was found to be a limited tool for measuring comprehension. (MSE)

ED 283 401 FL 016 799

Schmid, Beata
Non-Linear Analyses of Swedish Stress and Tone.
PUB DATE- 30 Dec 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Intonation; Lexicology; Linguistic Theory; *Morphology (Languages); *Morphophonemics; *Stress (Phonology); Structural Analysis (Linguistics); *Swedish; Uncommonly Taught Languages

An analysis of stress and intonation patterns in Swedish is presented in the context of lexical phonology. The theories of lexical, metrical, and autosegmental phonology are outlined, and a brief review of Swedish stress and tone patterns is presented. The nature of Swedish stress, the interaction of stress rules with length and morphology, the representation of tone accents, and the interaction of stress, tone accent association, and morphology in Swedish are examined and illustrated. (MSE)

ED 283 515 IR 012 719

Davis, Dan; And Others
Observations in School Computer Rooms. Publication No. 111.
Hebrew Univ. of Jerusalem (Israel). National Council of Jewish Women Research Inst. for Innovation in Education.
PUB DATE- Aug 86
NOTE- 157p.; Research report prepared for the Rothschild Foundation, the International Committee for the Evaluation of "Project Renewal," and the Ministry of Education and Culture. Document contains colored pages.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Drills (Practice); Elementary Education; Foreign Countries; *Interaction; *Learning Laboratories; Man Machine Systems; Mathematics Instruction; Microcomputers; Observation; Publications; *Student Attitudes; *Student Behavior; Time on Task
IDENTIFIERS- *Israel

A study of the behavior of children working on mathematics drill and practice on one of four Israeli computer-assisted instruction (CAI) systems--Mashov, Semel, Tapuach 1 and 3, or Toam 2--was carried out via observations in a sample of 21 computer rooms throughout Israel, and in a computer room operated by research staff. These observations focused on: (1) broad activities of pupils such as engagement with the computer, with the operator, with another pupil, or with auxiliary material; (2) problem content and pupil-computer interactions during a single problem; and (3) children having difficulties, which involved unstructured conversation between the students and the observer. It was found that the systems were well run and efficiently utilized, and that students tended to work diligently and were satisfied with their computer room experiences. Nevertheless, programs could be improved by reducing opportunities for non-constructive guessing and providing response-specific feedback. A list of 26 references is provided, as well as lists of both Hebrew (bibliographic citations are in English) and English publications of the National Council of Jewish Women Research Institute for Innovation in Education at the Hebrew University of Jerusalem. An abstract of this report is provided in both Hebrew and in English. (Author/MES)

ED 283 586 JC 870 343

Bender, Louis W.

Transfer and Articulation among the Public Institutions of Higher Education in New Jersey. A Report to the Chancellor.

Florida State Univ., Tallahassee. State and Regional Higher Education Center.

PUB DATE- 15 Jul 87
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Higher Education; Public Colleges; State Surveys; State Universities; *Transfer Policy; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Full Faith and Credit Policy; *New Jersey

Between May 15 and July 15, 1987, a study was conducted of transfer and articulation among the public institutions of higher education in New Jersey. The focus of the study was the Full-Faith-and-Credit Policy (FFAC) of New Jersey among the county colleges and state colleges, as well as the Rutgers University System and the New Jersey Institute of Technology (NJIT). Information was obtained through surveys, on-site interviews, official articulation agreements, college catalogs, and other related documents provided by the colleges or the Department of Higher Education (DHE). Study findings included the following: (1) the state and county colleges were unanimous in viewing the FFAC as a desirable policy, though the county colleges tended to describe it more as a concept while the state colleges saw it as an operational reality; (2) an analysis of college catalogs revealed an absence of any formal declaration of commitment to the FFAC by the state colleges, while the catalogs of the county colleges made claims of acceptance of credits that were not supported by data on actual student transfers; and (3) none of the state colleges had over 45% of the county college transfers admitted to the junior class--the requirement of the FFAC. The study report includes results for NJIT, the Rutgers University System, and private institutions in New Jersey; an analysis of problems in such areas as policy versus action, the reality of the FFAC, internecine warfare, catalogues, and transfer/articulation inititations; and recommendations for the State Board of Higher Education and the Chancellor, the DHE, the Transfer Advisory Board, and the county and state colleges. (EJV)

ED 283 642 RC 016 240

Outdoorsman, Leaders Guide.
Alberta Dept. of Agriculture, Edmonton.
REPORT NO.- WP474-78.
PUB DATE- 78
NOTE- 38p.; For related documents, see RC 016 236-239.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Answer Keys; Camping; Conservation Education; *Educational Games; First Aid; Foreign Countries; *Human Resources; Leaders Guides; *Outdoor Activities; *Outdoor Education; Program Guides; *Program Implementation; Records (Forms); Resource Materials
IDENTIFIERS- 4 H Clubs; *4 H Programs; Environmental Awareness

Intended as an activities and resource guide for the Outdoorsman Project, this leader's guide supports the project's objectives of providing opportunities for each 4-H member to experience practical and real situations in the outdoors, instilling an appreciation of the environment in the participants, and encouraging environmental awareness. The manual contains: an outline of units and achievement day requirements; suggestions for program planning; safety tips for leaders; a checklist for campsites and equipment; basic first aid; resources in Alberta, Manitoba, Ontario, Saskatchewan, and British Columbia; a subject listing of information sources; a list of resource persons; environmental games (with a leader's guide); projects fostering environmental appreciation; answer guides for exercises in the various unit manuals; and a metric conversion table. (JMM)

Reeves, Charles A.
Problem-solving Techniques Helpful in Mathematics and Science.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-246-5
PUB DATE- 87
NOTE- 39p.
AVAILABLE FROM- National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 ($4.00; 10 or more copies less 20%).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Charts; *Diagrams; Elementary Education; *Elementary School Mathematics; Learning Activities; Mathematical Applications; Mathematics Education; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Pattern Recognition; *Problem Solving; Tables (Data); *Visual Discrimination

Local, state, and national professional organizations have endorsed problem solving as the most important outcome to be achieved in a K-12 mathematics program. This booklet illustrates some ways to teach different problem solving strategies to elementary school students. It concentrates on methods involving: (1) working background; (2) using a table, chart, or list to organize information; (3) drawing diagrams; (4) the searching and recognition of patterns; and (5) guessing, checking, and revising. In addition, there are sections on general problem solving techniques and on visual discrimination. Each section includes some background information and an explanation of the problem solving technique being addressed, along with specific examples and problems to be solved. Teachers should be exposed directly to these ideas in an inservice setting. (TW)

ED 283 417 HE 020 390

van Enckevort, Ger, Ed.; And Others
Distance Higher Education and the Adult Learner. Papers Presented at a Conference Organized by the Dutch Ministry of Education and Science, the Dutch Open University, and the OECD Centre for Educational Research and Innovation (Heerlen, the Netherlands, October 22-24, 1984). Innovations in Distance Education: Occasional Papers of the Dutch Open University, Vol. 1.
Open Univ., Heerlen (Netherlands).
REPORT NO.- ISBN-90-232-2248-2
PUB DATE- 86
NOTE- 228p.
AVAILABLE FROM- Longwood Publishing Group, 51 Washington Street, Dover, NH 03820 ($21.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Adult Students; Case Studies; *Computer Assisted Instruction; *Distance Education; *Educational Technology; Foreign Countries; *Higher Education; *Open Universities; Telecommunications
IDENTIFIERS- Australia; Canada; Germany; Japan; Netherlands; Organisation for Economic Cooperation Development; Portugal; Spain; Sweden; United Kingdom; United States; Yugoslavia

Distance higher education for adults, media selection, and country profiles are considered in conference papers. Titles and authors are as follows: "Distance Education, Trends Worldwide" (Lord Perry of Walton); "Adults in Higher Education: Lowering the Barriers by Teaching and Learning at a Distance" (Hans G. Schutze); "Distance Education for Adults: Old and New Barriers for Participation" (Kjell Rubenson); "Distance Education for Adult Students: From Old to New Barriers for Participation?" (Ger van Enckevort); "Distance Education in OECD Member Countries"; "The Open University of the Netherlands"; "Background and Objectives" (Pierre Morin); "Basic Concepts" (Henk de Wolf); "The First Students" (G. van Enckevort); "The Open University of the United Kingdom" (Keith Harry); "The German Distance University: Its Main Features and Functions" (Jorn Bartels, Otto Peters); "The Instituto Portugues de Ensino a Distancia, Portugal" (Armando Rocha Trindade); "The Universidad Nacional de Educacion a Distancia, Spain" (Doina Popa-Lisseanu); "Distance Education in Yugoslavia" (Ana Kranjc); "Towards a Contextual Rationale in Distance Higher Education: The Small Scale Cases of Australia and Sweden" (Urban Dahllof); "Adult Learning and the Consequences for the Selection of Media: The Japanese Approach" (Yoshiya Abe); "Technology-Based Distance Education for Adults in the United States of America" (Marilyn Kressel); "Distance Education, a Critical View from Canada" (Ian Morrison); "The Impact on Higher Education of New Information and Telecommunication Technologies" (Pamela Christoffel); "Selection of Media at the Dutch Open University" (G. van Enckevort, Freek Gastkemper)"; "Development of Computer-Based Learning Materials" (Jef Moonen); and "Computer Communication: A New Tool for Distance Education" (Norman D. Kurland). (SW)

ED 283 431 HE 020 405

Special Fraud Alert for Schools, Lenders, and Guarantee Agencies.
Department of Education, Washington, DC.

PUB DATE- 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cheating; *College Students; *Disclosure; *Eligibility; *Federal Aid; *Financial Aid Applicants; Higher Education; *Student Financial Aid
IDENTIFIERS- *Fraud

Guidelines to prevent fraud and abuse in the government's student aid programs are presented for schools, lenders, and guarantee agencies. Student aid fraud is defined as intentional wrongful obtaining of student financial assistance (SFA) benefits through deceptive means. It is noted that falsification of eligibility is the most common form of SFA fraud. Seven ways that a student can qualify as eligible for the U.S. Department of Education's SFA program funds are identified. Methods that have been used to obtain funds falsely include false claims of independent student status; false claims of citizenship; use of false identities (i.e., false names and/or Social Security numbers); and forgery of official signatures or certifications. A checklist to help spot potential fraud in the SFA application process includes indicators, examples, and the potential significance of the indicators. An example of a case where a school official helped uncover an elaborate scheme to bilk the government out of more than $40,000 in student aid funds is cited. Four additional steps that can help minimize fraud and abuse of student aid funds are are also suggested. (SW)

ED 283 474 HE 020 462

Geographic Origins of Students, Fall 1986. Volume I. Report No. 2-87.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- May 87
NOTE- 569p.; For related documents, see HE 020 463-464.
AVAILABLE FROM- State University of New York, Central Administration, Office of Institutional Research, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; College Transfer Students; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; School Location; State Colleges; *State Universities; Undergraduate Students
IDENTIFIERS- *State University of New York

Fall 1986 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) are presented. This first of three volumes presents three types of summary information that uses the individual institution (or institutional type) as the unit of analysis. Statistical tables summarize the distribution of all credit course students by load, level, and residency and include various relative distance measures for New York State residents. Information is also provided on: the origins of new (first-time and transfer) undergraduate students; and institutional enrollment by level, load, history, and permanent residence. Summary data on the total SUNY system as well as on the institution by type are included. Specifically, the student and institutional data elements include the following: student level (undergraduate and graduate); student load (full-time and part-time); student history (first-time and transfer); permanent residence (for New York State residents, county of residence); for other U.S. residents, state of residence; and for nonresident aliens, country of origin); and institutional location (for state-operated/funded institutions, the county of location; and for community colleges, the sponsorship area). (SW)

ED 283 488 HE 020 512

Kennedy, M. Patricia
An Examination of Early Retirement Plans for Faculty at Four-Year Private Colleges in New England.
PUB DATE- Oct 85
NOTE- 88p.; Ed.D. Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Early Retirement; Eligibility; Employment Practices; Higher Education; *Personnel Policy; *Private Colleges; Questionnaires; *Teacher Retirement
IDENTIFIERS- United States (North Atlantic States)

College faculty early retirement plans at four-year private colleges in New England are compared to determine requirements for an early retirement policy. Findings from survey responses from 82 colleges included: 20 of the colleges had an early retirement plan; 90% of schools with an early retirement plan had a tenure policy; 25% of the schools with early retirement plans have a mandatory retirement age of 65; 67% indicated that first-time eligibility for retirement occurred between ages 60 and 62. Among schools without early retirement plans, 71% indicated ages 60 to 62 as the choice for first-time eligibility. The number of years of service required for early retirement eligibility among those with plans showed that 41% required at least 10 years. Health insurance was reported to be the major benefit offered by schools with retirement plans, and schools without early retirement plans listed health benefits as most important. Recommendations included: analyze the college's formula for early retirement; prepare computerized profiles of faculty ages and years of service; and offer faculty retirement preparatory seminars that include planning for financial, health, and psychosocial needs of retirees. The questionnaire and list of participating colleges are appended. (Author/SW)

ED 283 502 IR 012 706

Graczyk, Sandra L.

Developing a Comprehensive Model for Designing Computer Systems in School Districts.

PUB DATE- Apr 87

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; Data Analysis; *Design Requirements; Educational Administration; Elementary Secondary Education; *Matrices; *Microcomputers; *Minicomputers; *Models; School Surveys; *Systems Development

The study described in this paper produced a comprehensive model for the design of micro- or minicomputer systems containing concepts and practices that educational administrators can use for the successful design of school district computer systems. This report focuses on the methodology used to build the model, which included the following phases: (1) review of relevant literature; (2) field research consisting of a survey of 100 school districts with outstanding administrative or instructional computer systems; (3) data analysis; (4) model development; and (5) model evaluation. The analysis of data patterns using a quadrant matrix is described and illustrated in detail, and procedures used to refine the preliminary set of design criteria and to develop the model are summarized. The basic elements of the model are then briefly reviewed and the two major sections of the model are considered--strategic planning activities, which focus on computer system inputs, and tactical planning activities, which focus on system processes, output, and feedback. (MES)

ED 283 600 PS 016 559

Peterson, Rita Bowdish
Constructing Mother-Infant Interactions: A Cognitive-Developmental Analysis of Young Mothers' Interactive Schemes.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Cognitive Development; *Formal Operations; *Infants; Interpersonal Relationship; *Mothers; *Parent Child Relationship; *Parent Influence; *Stimulation; Teaching Styles; Verbal Communication
IDENTIFIERS- Situational Analysis

This study examines the developmental status of young mothers' social and logical-physical reasoning in relation to the characteristics of their interactions with their infants. A total of 36 mothers 15 to 21 years of age and their 4-month-old infants were videotaped in their homes during play, infant teaching, and bathing. Selman's "concepts of persons" interview, revised to an infant crying situation, was conducted at a second visit. During a third visit, multiple formal operations measures and an intellectual aptitude measure, the Raven Progressive Matrices, were administered. Data indicated that availability of certain formal operations is correlated with the quantity of verbal stimulation in mothers' teaching schemes. These data were, however, highly related to the effects of intellectual aptitude. By contrast, more advanced concepts of persons are associated with greater verbal stimulation and more accepting maternal behavior independent of intellectual aptitude. Cognitive-developmental status has different effects across caregiving situations; social reasoning is strongly related to bathing behavior, and the availability of certain formal operations is moderately related to teaching behavior. Findings are discussed in reference to explanatory models for widely reported deficiencies in adolescent maternal behavior. (Author/RH)

ED 283 614 PS 016 658

Achenbach, Thomas M.

What is "Developmental" about Developmental Psychopathology?

PUB DATE- 26 Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Mental Health; Models; Planning; Prevention; *Psychopathology; Research; *Research Needs; *Research Problems; Social Services; Therapists; Training
IDENTIFIERS- *Developmental Psychopathology

Developmental psychopathology can be viewed as a macroparadigm within which to integrate theoretical and empirical contributions stemming from other paradigms such as biomedical, behavioral, psychodynamic, cognitive, sociological, and family systems. By highlighting the interconnections among these different approaches and providing an overarching conceptual map, a macroparadigm of developmental psychopathology can stimulate hypotheses that converge on common issues. In addition to its role in integrating research and theory, a macroparadigm of developmental psychopathology has potential applications for training, prevention, services, and the planning of services for troubled children. Because activities in all these areas are currently fragmented by different professional disciplines, personal philosophies and agendas, sources of support, and types of clientele, it is essential to find common denominators on which such activities can be based. This discussion outlines ways in which developmental approaches can span different professions and settings. (RH)

ED 283 732 SO 017 914

Global History. A Curriculum Guide. Second Semester. Theme III: The Emergence of the Modern World. Teacher Strategies. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 81
NOTE- 178p.; For related student worksheets, see SO 017 915; for other global history materials, see SO 017 913-923.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 617, 131 Livingston Street, Brooklyn, NY 11201 (New York City Public Schools, $3.50; others, $7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Course Content; *Cultural Differences; *Curriculum Guides; *Global Approach; *History Instruction; Instructional Materials; Learning Activities; Resource Materials; Secondary Education; Secondary School Curriculum; Social Studies; Teaching Methods

The global history course syllabus, Theme III, entitled, "Changes in Thought and Action Led to the Emergence of the Modern World," focuses on the European impact upon the world as well as the cross-cultural influences which resulted in important developments such as the Commercial Revolution. These influences include contributions of the non-Western societies and those on the fringe of Western civilization. This theme contains 12 subthemes: (1) The Ancient Greeks Influenced All Western Civilization; (2) Classical Culture Was Disseminated throughout the Roman Empire; (3) The Middle Ages Was a Transitional Period in European History; (4) The Mongols Established Vast Empires in Europe and Asia; (5) The Nation-State Became the Basic Form of Political Organization: Spain, a Case Study; (6) The Byzantine Empire Preserved and Disseminated Culture during the Middle Ages; (7) The Ottoman Turks Fused Elements of Byzantine and Muslim Cultures; (8) The Renaissance Represented a Rediscovery of Classical Civilization and Reawakened Interest in Worldly Matters in Europe; (9) The Scientific Revolution Challenged Traditional Attitudes and Beliefs; (10) The Age of Discovery Created a Network of Global Contacts; (11) The Reformation and Counter-Reformation Ended Religious Unity in the West; and (12) The Commercial Revolution Introduced an Age of Economic Interdependence. Included are learning activities which contain the rationale, performance objectives, and teaching strategies. The suggested calendar of lessons serves as a guide for teaching global history on a daily basis. (KWL)

ED 283 746 SO 018 105

Zaremba, Mary Ann; And Others
AFS Orientation Handbook. Volume IV.
AFS International/Intercultural Programs, Inc., New York, NY. Research Dept.
PUB DATE- 84
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Behavior Patterns; *Cross Cultural Training; *Cultural Activities; Cultural Exchange; Cultural Images; *Cultural Traits; Exchange Programs; Foreign Students; Instructional Materials; *International Educational Exchange; Multicultural Education; Secondary Education; Secondary School Students; Student Adjustment; *Student Exchange Programs; Study Abroad

This handbook is intended for use by all who design, plan, and lead orientation and cross-cultural training sessions for American Field Service students, natural and host families, and volunteers. It features orientation and training resources originating in Venezuela, France, Italy, Denmark, Canada, Argentina, Japan, Portugal, Germany, and the United States. In addition to an annotated bibliography of narrative descriptions of cross-cultural contact and teaching suggestions, there are resources for pre-departure orientations, orientations during the sojourn, and post-return orientations. (BZ)

ED 283 760 SO 018 260

Miller, Louisa

Estimates of the Population of the United States by Age, Sex, and Race: 1980 to 1986.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Feb 87
NOTE- 64p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110)
DESCRIPTORS- Economics; Educational Resources; Ethnic Distribution; *Instructional Materials; Migration; Population Distribution; *Population Growth; *Population Trends; *Primary Sources; Social Studies; United States Government (Course); United States History
IDENTIFIERS- Population

The total population of the United States including the Armed Forces overseas was 241,596,000 on July 1, 1986. The median age of the population rose from 30.0 years on April 1, 1980, to 31.8 years on July 1, 1986, while the fastest growing segments of the population between 1980 and 1986 were the groups aged 35 to 44 years and 85 years and over. There were 2.3 million fewer children of school age and 2.3 million fewer young adults as the age groups which declined in growth were 5 to 13, 14 to 17, and 18 to 24. Estimates of the population from 1980 to 1986 are based on the 1980 census count, on an evaluation of the census count by demographic analysis, and on estimates of the components of population change from April 1, 1980 to July 1, 1986. The reported number of births and deaths was provided by the National Center for Health Statistics, U.S. Public Health Service. Data on members of the Armed Forces were obtained from the Department of Defense and from each branch of the military service. Estimates of net civilian immigration were derived by combining estimates for six separate categories. Tables showing the age structure of the population and the median age of the population are included. Charts illustrating the distribution of the total population, number of births by year and percent distribution of the white and black populations by age and sex are included. Detailed tables of total population, resident population,and civilian population from 1980 to 1986 are included in the report. (SM)

ED 283 372 FL 016 761

Marcum, Karen
Lozanov's Suggestopedy: A Psycholinguistic Analysis of Its Theory and
Praxis.
PUB DATE- 23 Jun 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Classroom Techniques; Differences; *Instructional Effectiveness; *Learning Theories; Memory; Neurolinguistics; Psycholinguistics; Research Needs; Second Language Instruction; Second Language Learning; *Suggestopedia; Teaching Methods

Suggestopedia, the psycholinguistic second language teaching methodology of Georgi Lozanov, has received both favorable and unfavorable evaluations from well-known scholars in the field of language learning. Some suspicious views by Western scholars may be due to the paucity of interpretable scientific evidence for the method's claims. An examination of the underlying principles of the method suggests that they are valid and accurate in light of current theory on the nature of learning, language acquisition, and memory. While the claims that the method induces "superlearning" or "hypermnesia" need more substantial empirical validation, theory on learning may suggest that Lozanov's method should achieve better than average results in learning. (Author/MSE)

ED 283 402 FL 016 800

Uhrbach, Amy J.
Rawas Vowel Distribution.
PUB DATE- Dec 86
NOTE- 6p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consonants; Descriptive Linguistics; Linguistic Theory; *Malayo Polynesian Languages; Morphology (Languages); *Phonology; Structural Analysis (Linguistics); *Syllables; Uncommonly Taught Languages; *Vowels
IDENTIFIERS- Indonesia (Sumatra); *Rawas

An analysis of vowel distribution patterns in Rawas, an Austronesian language spoken in Sumatra, is presented. The language has six vowels, each with long and short variants in complementary distribution, and five diphthongs that occur generally in open syllables. It is proposed, based on this analysis, that each Rawas syllable is precisely two moras long, and that vowel distribution derives from this condition. The condition can be fulfilled in three ways: by a lexical closed syllable, by a lexical diphthong, and by a syllable whose melodic content is consonant-vowel which surfaces with a single long vowel. (MSE)

ED 283 446 HE 020 420

Cross, K. Patricia
Teaching for Learning.
PUB DATE- 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- *Classroom Research; *College Instruction; *College Students; *Educational Objectives; Elementary Secondary Education; Expectation; Higher Education; Instructional Improvement; *Learning Activities; Performance; *Student Participation; Teacher Effectiveness

Ways that teachers can promote student learning are discussed, based on findings from research conducted over the past several decades. Also considered are the role of teachers in evaluating the effectiveness of their own teaching, teachers' perspectives concerning educational objectives, and ways to obtain student feedback about instruction. One important research finding is that when students are actively involved in the learning task, they learn more than when they are passive recipients of instruction. Since students generally learn what they practice, it is helpful for the teacher to consider how closely related the learning tasks are to desired learning outcomes. A similar issue is how closely related test questions are to the desired outcomes. Another research finding suggests that if teachers set high but attainable goals, academic performance will usually rise to meet expectations. The value of helping teachers develop classroom research skills to enable them to evaluate the effectiveness of their own teaching is addressed. An instrument, a Teaching Goals Inventory, is being developed to ask teachers to select one class and state the importance of various teaching goals for that class. (SW)

ED 283 460 HE 020 442

Berdahl, Robert O.; And Others

The State's Role and Impact in Improving Quality in Undergraduate Education: A Perspective and Framework.

PUB DATE- 87
NOTE- 22p.; Paper collected as part of the American Association for Higher Education Assessment Forum. Table 1 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Coordination; *Educational Quality; Government Role; *Government School Relationship; *Higher Education; *Improvement Programs; Public Policy; *State Government; Statewide Planning; *Undergraduate Study
IDENTIFIERS- *AAHE Assessment Forum

The role of state government in improving the quality of undergraduate education and the impact of related state actions on colleges are discussed. The background of state interest in quality is reviewed. Four forces accounting for state interest in the quality of higher education are identified: a spillover from concern about quality in elementary/secondary education, links between higher education and state economic growth, performance audits, and the link between quality improvement and allocation of scarce resources. State approaches to quality improvement are considered, including: statewide planning focusing on quality, blue ribbon commissions/task forces, program review and approval, resource allocation policies, faculty improvement, remedial education, admission standards, articulation agreements, and assessment/testing. A framework of the state's role and institutional impacts in improving postsecondary education quality identifies major groups that play important roles, including state officials, the state higher education agency, accrediting agencies, and colleges. The framework also considers the state policy arena, state coordination of quality improvement efforts, institutional impacts, and state system impacts. (SW)

ED 283 529 IR 052 001

Buckingham, Betty Jo
D.P.I. Quick Notes; D.E. Quick Notes.
Iowa State Dept. of Public Instruction, Des Moines.

PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiovisual Aids; Card Catalogs; Creationism; Elementar Secondary Education; Fines (Penalties); *Intellectual Freedom; *Learning Resources Centers; Library Instruction; *Library Planning; Microcomputers; Program Evaluation; *School Libraries; Stealing
IDENTIFIERS- Information Skills; *Iowa; Library Bill of Rights

This document contains 12 brief discussions of library-related topics with emphasis on school library media centers, which were originally published by the Iowa Department of Public Instruction (DPI) or the Iowa Department of Education (DE). These "Quick Notes" appear under the following headings: (1) "A Bill of Rights for the School Library Media Center"; (2) "Weeding the Card Catalog"; (3) "The School Library Media Program and the Basic Skills"; (4) "The Library and Information Skills in Elementary and Secondary Education--A Statement of the National Commission on Libraries and Information Science"; (5) "Instruction in the Use of Libraries--A Policy Statement of the American Libraries Association"; (6) "Voters May Not Mandate Creationism Books"; (7) "To Fine or Not to Fine"; (8) "Intellectual Freedom and Personal Books"; (9) "To Invoke or Not to Invoke the Law"; (10) "AV Audiovisual Cart Hazard Warning"; (11) "Microcomputers in the Library Media Center"; and (12) "The Planning/Evaluation Cycle in the Library Media Center." (KM)

ED 283 543 JC 870 282

Weeks, Ann A.
CSS One-Hour Content-Correlated Courses.
Dutchess Community Coll., Poughkeepsie, N.Y.
PUB DATE- Mar 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Communit Colleges; *Content Area Reading; Course Descriptions; Followup Studies; Grades (Scholastic); Noncredit Courses; Program Effectiveness; Program Evaluation; Questionnaires; *Remedial Instruction; School Surveys; *Student Attitudes; *Study Skills; *Teacher Attitudes; Two Year Colleges; Two Year College Students

Dutchess Community College (DCC) in Poughkeepsie, New York, has developed a series of 1-hour, noncredit study skills courses (CSS) which use the content of introductory credit courses as a vehicle for teaching study skills. These course-specific study skills are taught by the instructors of the related credit courses, and stres practical work with note-taking, textbook mastery, exam preparation, and test-taking techniques, as well as specific strategies for the successful study of the subject. To determine the effectiveness of the CSS courses, CSS students and faculty wer surveyed for their opinions concerning the courses. In addition, students' grades in the academic course under study and in subsequent courses, grade point averages, course dropout rates, an college retention rates were analyzed. Study findings included the following: (1) 75% of the students said their CSS course helped with the related credit course and 45% said it helped with skills in other courses; (2) faculty were concerned with keeping classes small, providing careful screening and selection criteria, and the questionable value of students taking more than one reading-based CSS course; (3) 65% of the students who took the CSS courses in fall 1985 or spring 1986 received grades of "C" or better in the related credit courses; (4) 64% of those who received a "C" or better in reading-based CSS courses also received a "C" or better in the subsequent reading-based credit courses; and (5) of those students who were enrolled in the CSS courses in fall 1985, 77% were still enrolled at DCC after one semester, 56% after two semesters, and 55% after three semesters. Student survey instruments and results, faculty comments, and a bibliography are appended. (EJV)

ED 283 558 JC 870 298

Puyear, Don, Ed.; And Others
The "Ins and Outs" of Marketing and Retention in Virginia's Community Colleges: Exemplary Marketing and Retention Practices in the Virginia Community College System. Volume I.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- May 87
NOTE- 27p.; For volume II of this report, see JC 870 299. Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Community Colleges; Economic Development; High Schools; *Institutional Advancement; *Marketing; Outreach Programs; Program Descriptions; Public Relations; *School Community Relationship; *School Holding Power; Student Financial Aid; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Virginia

The Virginia Community College System (VCCS) initiated the Marketing and Retention Recognition Program (MRRP) to identify and publicize innovative marketing and retention activities being implemented throughout the system. This report offers brief sketches of some of the exemplary projects identified by the MRRP. First, introductory material defines "marketing" and "retention," explains the "Law of Slow Learning in Marketing," looks at the impetus for and results of the emphasis on marketing and retention in the VCCS, and reviews the purposes of the MRRP. The next section outlines basic organizational principles for marketing and retention and highlights colleges determined to have particularly effective organizational structures. The next section focuses on exemplary high school outreach efforts, including programs to improve relations with high school personnel and to recruit high school graduates. Next, the report looks at the way VCCS institutions have used financial aid as a marketing tool; describes systems that have been developed to track prospective and enrolled students; and identifies several early warning, continuous alert, and follow-up intervention systems that have been developed to encourage student persistence. The next sections focus on exemplary efforts in the areas of media relations, economic development partnerships with business and industry, and marketing research. A list of the colleges and programs cited in the report is included, and numerous black and white photographs illustrate the text. (EJV)

Statewide Fees in the California Community Colleges. A Report to the Governor and the Legislature in Response to Assembly Bill 1XX (1984).

California State Postsecondary Education Commission, Sacramento.

REPORT NO.- CPEC-87-1
PUB DATE- Feb 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Declining Enrollment; Educational Finance; Educational Legislation; *Enrollment Influences; *Enrollment Trends; *Fees; State Boards of Education; *State Legislation; State Surveys; Student Financial Aid; Two Year Colleges
IDENTIFIERS- *California

In response to legislative mandate, this report discusses the mandatory statewide enrollment fee in the California community colleges that was instituted under Assembly Bill 1XX of 1984. The report provides an overview of the fee legislation, of enrollment changes in the community colleges, and of findings from a statewide study of the impact of the fee on these enrollments. In addition, the report reviews the Board of Governors' recommendations, including the recommendation to continue the fee in a form different from present law; and analyzes how these recommendations relate to: (1) past California Postsecondary Education Commission (CPEC) policies on community college fees; (2) the results of studies on the impact of the fee on enrollments; and (3) present law with respect to student fees in California's two public university systems. Finally, the report offers CPEC recommendations to the Governor and the Legislature on the continuation of the fee. A chart is provided, comparing CPEC's and the Board of Governors' recommendations. (Author/AYC)

ED 283 643 RC 016 241

Pastron, Allen
Great Indian Chiefs.
REPORT NO.- ISBN-0-88388-033-4
PUB DATE- 86
NOTE- 51p.
AVAILABLE FROM- Bellerophon Books, 36 Anacapa Street, Santa Barbara, CA 93101 ($2.95).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; *American Indian History; *American Indians; Biographies; *Clothing; Cultural Education; *Cultural Images; Federal Indian Relationship; *Illustrations; *Leaders; Leadership Qualities; Picture Books; Tribes; United States History
IDENTIFIERS- *Portraits

Brief biographies and pen and ink portraits of over 40 chiefs and other distinguished American Indians comprise this book. Each page contains a full page portrait and a biography that notes tribal affiliation, important dates, geographical location, major accomplishments, and dealings with other tribes, white settlers, and the United States or British governments. The original works from which the portraits are drawn are noted and include paintings and photographs from the Smithsonian Institute, the New York Historical Society, and other collections. Many portraits are full-body poses and show costumes and cultural artifacts in detail. Leaders represented in the book include Pocahontas and Chief Powhatan of the Algonquian tribes in Virginia, King Phillip of the Wampanoag in New England, Ostenaco of the Cherokee nation, Joseph Brant of the Mohawk tribe, Little Turtle of the Miami Indians, and Sacagewea of the Shoshone tribe. (JHZ)

ED 283 657 RC 016 295

Montalvo, Frank F.
Skin Color and Latinos: The Origins and Contemporary Patterns of Ethnoracial Ambiguity among Mexican Americans and Puerto Ricans. Report Number 1.
Our Lady of the Lake Univ., San Antonio, Tex.
PUB DATE- 87
NOTE- 72p.
AVAILABLE FROM- Intercultural Institute, Our Lady of the Lake University of San Antonio, 411 S.W. 24th St., San Antonio, TX 78285 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acculturation; Ambiguity; Cultural Context; *Cultural Images; Ethnic Bias; Ethnic Discrimination; *Ethnicity; Ethnic Origins; Hispanic American Culture; *Hispanic Americans; Latin American Culture; Mental Health; Mexican Americans; Puerto Ricans; Racial Bias; Racial Discrimination; *Racial Identification; Self Concept; Social Integration; *Social Problems; Sociocultural Patterns; Well Being
IDENTIFIERS- Latinos; *Skin Color

Failure to understand the role of skin color in the development of ethnoracial identity among Hispanic Americans has led to continued psychic and educational problems for them, hidden the cause of real and potential divisiveness in the community, and prevented the development of effective strategies for overcoming ethnic prejudice. The ethnic group's emphasis on cultural identity is reinforced by a need to conceal its racial roots as evidence of heterogeneity and dissimilarity from the dominant society in order to prevent the social and psychological consequences that differential assimilation on the basis of race has on its members. The result is a slowing of the acculturation process where the pull toward reaping the potential educational, economic, and political rewards of cultural adaptation is balanced against the eventual demise of the Hispanic family and community. Part I of this paper presents key propositions that are derived from this report and lays out problems created for Latinos by their efforts to integrate into America's biracial society. Part II discusses the development of phenotypes, race prejudice, ambiguous social relationships in Latin America, and the denial of race as an issue in the peoples' cultural identity. Part III examines the impact of skin color prejudice on contemporary Puerto Ricans and Mexican Americans. Part IV discusses the report's implications for social research. An extensive reference list is included. (JHZ)

Programmes of Action to Enhance the Effectiveness of Population Education. Report of a Regional Consultative Seminar on Population Education (4th, Bangkok, Thailand, September 16-22, 1986).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKP/86/M/659-1500
PUB DATE- 87
NOTE- 173p.
AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Education; *Educational Assessment; *Educational Trends; Elementary Secondary Education; Environmental Education; *International Educational Exchange; *International Programs; Lifelong Learning; *Population Education; Science Education
IDENTIFIERS- *Asia Pacific Region; *UNESCO

UNESCO's Regional Population Education Programme in Asia is periodically assessed in Regional Consultative Seminars. The seminar in which 27 participants and resource persons from 15 countries deliberated was convened to review developments and trends of country programs since 1982 and to assess and co-operatively develop forms of action to make the program more relevant and effective. The report includes: (1) a summary and 12 specific recommendations; (2) summary of the 15 country reports; (3) review of developments, trends, problems, and issues; (4) needs and requirements and strategies of action to meet them; (5) regional co-operation in population education and proposed programs; and (6) conclusions and recommendations. Appendices consist of a list of the seminar's participants, the agenda, the annotated agenda, the achievements of the 1982 recommendations, and a review of the program from 1983-1986. (ML)

ED 283 702 SE 048 237

Wiebe, Arthur, Ed.; And Others
From Head to Toe: Respiratory, Circulatory, and Skeletal Systems. Book 3.
AIMS Education Foundation, Fresno, CA.; Fresno Pacific Coll., CA.
PUB DATE- 86
NOTE- 80p.; A product of Project AIMS. For other documents in the Project AIMS Series, see SE 048 224-231 and SE 048 235-243.
AVAILABLE FROM- AIMS Education Foundation, P.O. Box 7766, Fresno, CA 93747 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; Biology; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Experiential Learning; *Human Body; Instructional Improvement; Integrated Activities; Interdisciplinary Approach; Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Middle Schools; *Physiology; Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- *Science Process Skills

Designed to supplement curricular programs dealing with the human body, this booklet offers an activity-based, student-oriented approach for middle school teachers and students. Twelve activities focus on principles and skills related to the respiratory, circulatory, and skeletal systems. Each activity consists of student sheets and a teacher's guide. The teacher's guide contains information on the activities including: (1) topic area; (2) introductory statement; (3) math and science skills; (4) required materials; (5) key questions; (6) background information; (7) management details; (8) instructional procedures; (9) student procedures; (10) discussion questions; (11) activity extensions; and (12) curriculum coordinates. (ML)

ED 283 717 SE 048 252

Churchman, David
Visitor Behavior at Melbourne Zoo.
PUB DATE- 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Zoological Parks and Aquariums (Portland, OR, 1987).
AVAILABLE FROM- American Association of Zoological Parks and Aquariums, Oglebay Park, Wheeling, WV 26003-1698 ($20.00 to $50.00 depending on membership or non-membership status, for conference proceedings).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animals; Attitude Measures; *Behavior Patterns; Educational Facilities; Foreign Countries; International Educational Exchange; Leisure Time; Participant Observation; Qualitative Research; *Recreational Facilities; *Recreationists; Science Education; *Time on Task; *Zoos
IDENTIFIERS- *Science Education Research

The potential educational impact of the Melbourne Zoo (Australia) for recreational visitors was examined in this study using time as the major dependent variable. Specific goals included: (1) assessment of the potential cognitive and affective educational impact of zoos on recreational visitors; (2) determination of the temporal and spatial patterns of the zoo visitors; and (3) improvement of the utility of nonreactive research methods. Data were collected on traffic density patterns, on observations of 18 groups of visitors during their entire visit to the zoo, observations at 18 specific exhibits, and from questionnaires (N=550) on visitors' feelings about 11 exhibits. Comparisons are made with the results of other zoo studies. The mean time of visits at the Melbourne zoo was 160 minutes, averaging 126 minutes walking among exhibits. It was recommended that both survey and nonreactive research methods be used in combination to cross-validate information on zoo studies. (ML)

ED 283 672   SE 048 207

Vonder Embse, Charles Bernard, Jr.

An Eye Fixation Study of Time Factors Comparing Experts and Novices When Reading and Interpreting Mathematical Graphs.

PUB DATE- 87

NOTE- 154p.; Ph.D. Dissertation, The Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Mathematics; *Data Interpretation; *Eye Fixations; Eye Movements; *Graphs; Higher Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Visual Aids; Visual Perception
IDENTIFIERS- *Graphing (Mathematics)

A graph is an example of a symbol system which encodes information through the juxtaposition of marks in a two dimensional plane; decoding the meaning of a graph uses specific attributes of the human visual system. This study was undertaken to identify some variables critical to graph interpretation as a first step in designing better curriculum materials and methods of instruction. The study was developed to define and investigate the differences between novice and expert graph readers on the dimensions of average fixation duration, percent of total viewing time, and performance on a selection and memory task. Results indicated that the experience of the graph reader played a major role in the interpretation process by signaling the need for the cognitive decision to increase fixation duration in important blocks of the graph. The mathematical graphs used in the study tended to draw experts' as well as novices' eyes to the important information. (TW)

DOCUMENT RESUME

ED 283 761 SO 018 261

Chamberlain, Mariam; And Others
Women in Development: Theory and Practice. Report of the Conference (New York, New York, March 23, 1983).
National Council for Research on Women, New York, NY.
SPONS. AGENCY- City Univ. of New York, N.Y. Hunter Coll.
PUB DATE- 83
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Females; *Feminism; Higher Education; Instructional Materials; Resource Materials; Sex Discrimination; Sex Role; *Sex Stereotypes; Social Studies; Unite States History; Womens Education; *Womens Studies

The participants at this conference were scholars brought togethe to discuss women's issues in the context of research and practice. By reviewing a decade or more of research, they examined diverse meanings and implications of feminism and the elimination of stereotypes. Conference papers were presented by Florence Howe, editor of "Women's Studies Quarterly"; Hanna Papanek, Senior Research Associate at the Center for Asian Development Studies, Boston University; and Nadia Youssef, Senior Policy Specialist on Women's Participation in Economic Activities and Basic Services, UNICEF. These papers set the conference format by delineating issues and setting the stage for subsequent workshops. The participants agreed that information about women could not be adequately derived from the context of local history, environment, and societal arrangements. There was much less agreement on the definition of feminism and whether it meant the restructuring of society toward greater justice for both men and women or the development of women within existing conditions. The participants agreed that the most productive part of the conference was the destruction of stereotypes through the sharing of information about the immense diversity of conditions among women in developing countries. (SM)

DOCUMENT RESUME

ED 283 775 SO 018 431

Cheney, Lynne V.
American Memory: A Report on the Humanities in the Nation's Public Schools.
National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 87
NOTE- 38p.
AVAILABLE FROM- National Endowment for the Humanities (NEH), 1100 Pennsylvania Ave., NW, Washington, DC 20506 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Core Curriculum; Culture; Curriculum Development; Educational Change; Elementary Secondary Education; History Instruction; *Humanities; Humanities Instruction; *Knowledge Level; Language Arts; *Literature Appreciation; Second Language Instruction; Social Studies; Teacher Education; *Textbook Content; United States History; Western Civilization
IDENTIFIERS- Excellence in Education

An extensive study of humanities education in the nation's public schools, commissioned by the United States Congress, concludes that history, literature, and languages are inadequately taught, and most students fail to learn important knowledge about their shared past and culture. Data from a nation-wide survey reveal gross ignorance of major events, personalities, documents, and literary classics in Western civiliation. More than two-thirds of American 17-year-olds are unable to place the Civil War within the correct half-century or are unable to identify the Reformation or Magna Carta. In general, a long-standing purpose of U.S. public education--transmission of a common culture to all students--is in jeopardy. This study points to emphasis on process over content as the fundamental deficiency in humanities education. Curriculum guides and textbooks emphasize practical skills at the expense of knowledge; processes in thinking and doing have a higher priority than subject matter. The content-poor curriculum of elementary and secondary schools is reinforced by teacher education programs that stress how to teach rather than what shall be taught. Recommendations for strengthening humanities education in public schools pertain to: (1) expansion of time allocated to the study of history, literature, and foreign languages; (2) improvement of textbook content; and (3) reform of teacher education programs to emphasize courses in subject areas of the humanities. There is a critical need to attend to what students learn as well as how they learn. Further, school districts are called upon to invest less in mid-level administrators and more in paraprofessionals and aides who can relieve teachers of burdensome custodial and clerical tasks. The purposes are to provide teachers with more time to study, think, and plan and to enhance their authority and performance in the classroom. A six-page news release is appended and summarizes the main ideas and findings of this report on humanities education. (JP)

DOCUMENT RESUME

ED 283 790 SP 028 948

Byrnes, Lawrence W.; And Others
Three Views of Extended Teacher Education Programs.
Minnesota Association of Colleges for Teacher Education, St. Paul.
PUB DATE- Apr 87
NOTE- 27p.; Papers presented at the Annual Meeting of the Minnesota Association of Colleges for Teacher Education (April 10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Preservice Teacher Education; *Progra Attitudes; Program Development; *Program Effectiveness; *Program Length; *Teacher Education Programs
IDENTIFIERS- *Extended Degree Programs

This document offers three papers that were commissioned by the Executive Committee of the Minnesota Association of Colleges for Teacher Education (MACTE) for presentation at the organization's April 10, 1987 meeting. The challenge to each author (one representing the Minnesota State University System, one the University of Minnesota system, and one the Private Colleges in Minnesota) was to prepare a formal paper discussing the issue of extended teacher education programs. They were also asked to present the perspectives of the institutions they represent in MACTE. Each author took a singularly different approach to the subject but, when taken together, the views demonstrate a common belief in the efforts of today's educators, an openness to new ideas and approaches, a healthy skepticism of suggestions for reform, and a strong commitment to quality instruction for all citizens. The three papers are: (1) "Extending Teacher Education Programs: The Context within Which We Operate" (Lawrence W. Byrnes); (2) "Responsible Change in Teacher Preparation" (Craig Kissock); and (3) "Keeping Our Options Open: Extended Teacher Education in Minnesota" (Stephen Preskill). (JD)

DOCUMENT RESUME

ED 283 806 SP 029 006

Review of National Teachers Examination by the Oregon State System o
Higher Education. 23 Specialty Area Tests from October Review. 2
Specialty Area Tests from May Review.
Oregon State System of Higher Education, Eugene.
PUB DATE- 15 Nov 85
NOTE- 95p.; For related document, see SP 029 007.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Higher Education; Minimum Competenc
Testing; Preservice Teacher Education; Teaching Skills; *Test
Format; *Test Items; Test Reviews; *Test Validity
IDENTIFIERS- *National Teacher Examinations; Oregon

This report summarizes findings on 26 National Teacher Examination specialty area tests provided by faculty reviewers from five Oregon institutions of higher education. Reviewers were asked to judge tests on the basis of: (1) whether students at the reviewer's institution would have the opportunity to acquire the knowledge measured in test items; (2) importance of test items for persons endorsed in that specialty; and (3) technical adequacy of items. Subjects reviewed were: (1) art education; (2) audiology; (3) biology and general science; (4) business education; (5) chemistry, physics, and general science; (6) early childhood education; (7) education of the mentally retarded; (8) educational administration and supervision; (9) English language and literature; (10) French; (11) German; (12) guidance counselor; (13) home economics education; (14) industrial arts education; (15) introduction to the teaching of reading; (16) library media specialist; (17) mathematics; (18) music education; (19) physical education; (20) reading specialist; (21) social studies; (22) Spanish; (23) speech communication; (24) education in the elementary school; and (25) professional knowledge. Reviewers' comments on individual test items are included. (JD)

DOCUMENT RESUME

ED 283 823 SP 029 078

Craver, Samuel M., Ed.
Thinking about Thinking. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (31st, Baltimore, Maryland, October 10-11, 1986).
PUB DATE- Oct 86
NOTE- 124p.
AVAILABLE FROM- Samuel M. Craver, Box 2020, School of Education, Virginia Commonwealth University, Richmond, VA 23284-2020 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Comprehension; *Critical Thinking *Educational Philosophy; Higher Education; Liberal Arts; *Metacognition; Social Attitudes; *Teacher Education

The following papers (with authors and respondents) were presented at the annual conference of the South Atlantic Philosophy of Education Society: (1) "Teaching Critical Thinking through the Disciplines: Content Versus Process" (John E. McPeck) Respondent--Kingsley Price; (2) "Philosophy for Children and the Critical Thinking Movement" (Robert J. Mulvaney) Respondent--John B. Haynes; (3) "Theoretic Education" (Virgil Ward) Respondent--Ernest Marshal; (4) "A Case for 'Teaching Students to Think Critically' in the Disciplines" (Neale H. Mucklow) Respondent--Roderic Owen; (5) "The Parabolic Critique" (Thomas O. Buford); (6) "Higher-Order Thinking and Intuitive Experience" (Warren Strandberg) Respondent--Samuel M. Craver; (7) "The Buber Model Reconsidered, Reinterpreted, and Recreated" (John R. Scudder, Jr.) Respondent--J. Gordon Chamberlin; (8) "On Making the Education of Teachers Intellectually Sound" (Jeanne Pietig); and (9) "Are There Limits to Moral Education?" (Tom Hawkins) Respondent--John U. Davis. A panel discussion on liberal education and teacher education is also included. (JD)

DOCUMENT RESUME

ED 283 836 TM 870 338

Gaines, Margie L.
Evaluating Magnet Schools Effectively: Challenges and Cautions.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-86.37
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- 165AH50033
AVAILABLE FROM- Margie L. Gaines, Office of Research and Evaluation, 6100 Guadalupe, Austin, TX 78752.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Curriculum; *Evaluation Methods; Factor Analysis; Factor Structure; High Schools; Item Analysis; Latent Trait Theory; *Magnet Schools; Science Curriculum; Science Tests; *Secondary School Science; *Standardized Tests; Test Validity
IDENTIFIERS- Austin Independent School District TX; Iowa Tests of Basic Skills; *Science Academy of Austin TX; *Tests of Achievement and Proficiency

Magnet schools have become increasingly popular as alternatives to traditional curriculum offerings and as tools to promote voluntary desegregation in urban school districts. Most evaluations of magnet schools have been concerned with monitoring objectives and compliance with regulations. Few reports assess the impact of magnet curricula on student achievement. The evaluation of achievement in magnet programs cannot be interpreted when there are no comparisons of magnet students with nonmagnet students or with scores district-wide. The Austin (Texas) Independent School District implemented the Science Academy of Austin, a high school science, mathematics, and computer technology magnet program in 1985. At the end of the first year the tenth-grade magnet students' achievement gains did not significantly out-gain their district-wide counterparts in science. Two reasons were hypothesized: (1) the Tests of Achievement and Proficiency (TAP) Science test did not address the curriculum taught to tenth-grade magnet students; and (2) the TAP Science test was not measuring what the test publishers said the test should measure. A factor analysis of the TAP Science test gave support to both hypotheses. Evaluators should examine their implicit assumptions about the appropriateness of using results of standardized tests to evaluate special programs. (BAE)

DOCUMENT RESUME

ED 283 849 TM 870 367

Hawk, Anne W.; Cross, James Logan
Scoring Writing Samples in Educational Research: Selecting and Developing an Appropriate Procedure for Evaluating Elementary Student Writing.
PUB DATE- 23 Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Evaluators; Holistic Evaluation; Interrater Reliability; *Measurement Techniques; Norm Referenced Tests; School Districts; *Scoring; *Test Construction; Test Validity; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Analytic Scoring; *Duval County Public Schools FL; National Assessment of Educational Progress; *Primary Trait Scoring

This study involved the selection and adaptation of a writing assessment procedure for teachers and researchers in the Duval County Public Schools (Florida) to use in assessing changes in writing ability among elementary grade students. Through a review of the literature, four writing assessment procedures (analytic, holistic, focused holistic, and primary trait) were identified. The primary trait scoring (PTS) system, a norm-referenced system developed by the National Assessment of Educational Progress, was selected and adapted to assess the quality of writing traits. Three writing traits (mode, organization, and mechanics/grammar) were measured. District test developers and language arts staff collaborated to develop a writing prompt for each grade level (two through five). Twenty-four classroom teachers and 690 students participated in the study. Results indicated that: (1) evaluators at the district level with assistance from other qualified personnel can select, adapt, and verify a writing procedure that is appropriate for use in both research and instruction; (2) a systematic procedure involving both school-based and district-level personnel can be employed to select and adapt a scoring system not only for a specific research undertaking but also for general use; and (3) the reliability and validity of the instrument can be confirmed through local research. Appendices include composition scoring guides and descriptive questions (writing prompts) for each grade level. (JAZ)

DOCUMENT RESUME

ED 283 862 TM 870 386

Fitzgerald, Cyndy T.
Report on the High Priority Location Stipend Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jul 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Control Groups; Discipline; Elementary Secondary Education; *Incentive Grants; *Labor Turnover; Program Attitudes; Program Effectiveness; *Program Evaluation; Questionnaires; *School Location; Teacher Administrator Relationship; *Teacher Attendance; Teacher Distribution; Teacher Motivation; *Teacher Recruitment; Work Environment
IDENTIFIERS- *Dade County Public Schools FL; High Priority Location Stipend Program

The High Priority Location Stipend Program (HPLSP) provides monetary incentives to staff assigned to work at school sites designated as high priority locations. HPLSP was first implemented in the Dade County Public Schools, Florida, during the 1982-83 school year. The purposes of this study were to determine the impact of HPLSP on: (1) staff retention; (2) teaching staff vacancies; and (3) teaching staff attendance. The necessary data were collected from 25 schools which were in the HPLSP program since its beginning and from 25 comparable control schools. The number of students receiving free and reduced lunches, used as a guideline in the selection of high priority locations, was also used for the selection of control schools. Results showed that payment incentive had a positive but short term effect on staff retention and reduced teacher vacancy rates. No significant differences in attendance rates were found between high priority and control schools. The staff considered the program worthwhile. While they suggested a higher stipend, their main concerns were the improvement of working conditions, the reduction of student discipline problems, and the improvement of administrative/teacher relations. Appendices include a list of high priority and control school locations, and copies of three teacher questionnaires. (JAZ)

DOCUMENT RESUME

ED 283 876 TM 870 415

Cohen, Peter A.
A Critical Analysis and Reanalysis of the Multisection Validity Meta-Analysis.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Effect Size; Field Studies; Higher Education; *Meta Analysis; Rating Scales; Research Methodology; Research Problems; *Student Evaluation of Teacher Performance; *Teacher Characteristics; Validity

This paper focuses on a critical analysis and reanalysis of two earlier multisection validity meta-analyses of student ratings of instruction. The reanalysis is based on a sharpening of criteria for: (1) including studies in the meta-analysis; (2) defining key study characteristics that influence results; and (3) calculating the correlational effect size (between instructor rating and student achievement). A subset of 41 well-designed studies and a further subset of 25 high-quality studies were identified, and correlational effect sizes were found comparable to those for the entire sample (for well-designed studies) or slightly smaller (for high-quality studies). The results are seen as supporting the validity of student ratings, especially global ratings of the instructor, and certain rated dimensions such as skill, rapport, structure, interaction, evaluation, and students' self-rating of their learning. Despite overall support, a number of studies showed negative or near-zero effect sizes, but methodological problems may have played a role in producing negative correlations in two studies. (LPG)

DOCUMENT RESUME

ED 283 890 UD 025 164

Bryce-Laporte, Roy S., Ed.; Mortimer, Delores M., Ed.
Caribbean Immigration to the United States. RIIES Occasional Papers No. 1. Second Printing.
Smithsonian Institution, Washington, DC. Research Inst. on Immigration and Ethnic Studies.
PUB DATE- 83
NOTE- 222p.; For a related document, see ED 278 721.
AVAILABLE FROM- Public Information Office, Department of Anthropology, NHB 363, Smithsonian Institution, Washington, D.C. 20560 (free, limit of one copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Blacks; Economic Factors; *Economic Opportunities; Ethnic Groups; Foreign Countries; Haitians; *Immigrants; *Migration; Migration Patterns; Minority Groups; Puerto Ricans; Quality of Life; *Socioeconomic Status
IDENTIFIERS- *Caribbean Islanders; *West Indians

Twelve research papers on Caribbean immigrants to the United States are collected in this volume. Their titles (and authors) are the following: (1) "The United States' Role in Caribbean Migration: Background to the Problem" (Roy S. Bryce-Laporte); (2) "International Migration and the Political Economy of Underdevelopment: Aspects of the Commonwealth Caribbean Situation" (Hilbourne A. Watson); (3) "Migration from the Caribbean to the States: The Economic Status of the Immigrants" (Ransford W. Palmer); (4) "Black Immigrants and the American Ethos: Theories and Observations" (Dennis Forsythe); (5) "Puerto Ricans in the U.S.: Growth and Differentiation of a Community" (Centro de Estudios Puertorriquenos, City University of New York); (6) "Haitian Immigrants in Boston: A Commentary" (Pierre-Michel Fontaine); (7) "West Indians in Los Angeles: Community and Identity" (Joyce Bennett Justus); (8) "The Caribbean Expatriate: Barriers to Returning--Perspectives of the Natural Scientist" (Theodore A. Bremner); (9) "Perspectives on the Total Utilization of Manpower and the Caribbean Expatriate: Barriers to Returning" (Edwin H. Daniel); (10) "Professional Migration: The Brain Drain from the

West Indies and Africa--Abbreviated Remarks" (Rawle Farley); (11) "Caribbeans in America: Some Further Perspectives on Their Lives" (Delores M. Mortimer); and (12) "Caribbean Migration to the United States: Some Tentative Conclusions" (Roy S. Bryce-Laporte). Also included are a preface, introduction, notes on contributors, and publications list of the Research Institute on Immigration and Ethnic Studies (RIIES). (KH)

DOCUMENT RESUME

ED 283 903 UD 025 571

Mitchell, Stephanie; Yagi, Kan
Whitney M. Young Learning Center in the Portland Public Schools: 1985-86 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Jul 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *After School Education; Behavior Modification; *Compensatory Education; Educationally Disadvantaged; High Risk Students; Individual Instruction; *Individualized Education Programs; Learning Motivation; Remedial Programs; Secondary Education; Skill Development; Study Habits; *Supplementary Education; *Tutoring; Urban Education
IDENTIFIERS- *Portland School District OR; Tutor Role

This report presents an evaluation of the Whitney M. Young Learning Center (WMYLC) program in the Portland (Oregon) School District. This after-school homework assistance and tutoring program for students in grades 7 through 12 was begun in 1980 by the Urban League of Portland. The goal of the WMYLC is to help students achieve academic success and become self-directed learners. Instruction is individualized, serving mostly regular students though some have moderate or significant learning problems. A major concern of the program is shaping behavior and study habits. Findings showed that the program appeared to provide an educationally worthwhile experience for students. Two critical factors that slowed the development of the program were cost of materials and marketing of the program to schools. Long-term effects of the project cannot yet be gauged. The report provides recommendations for improving the program. Appendices provide copies of the following: (1) monthly reports; (2) WMYLC intake and referral forms; (3) tutorial progress report worksheets; (4) a memorandum on recent developments at WMYLC; (5) a WMYLC newsletter; and (6) a bibliography. (PS)

DOCUMENT RESUME

ED 283 917 UD 025 603

District Data Report, Vol VI. (Formerly Data Base). 1986-87.
Rochester City School District, N.Y.
PUB DATE- Dec 86
NOTE- 229p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Demography; Educational Finance; Elementary Secondary Education; *Enrollment; Nontraditional Education; *School District Size; Special Education; Student Mobility
IDENTIFIERS- *Rochester City School District NY

This report, which consists entirely of statistical data and explanatory notes, is the annual data report for 1986-87 of the Rochester City School District (New York). As stated in the introduction, the report's primary purpose is to provide systematic and reliable information for district assessment, strategic planning, and substantive improvement. The document is organized into 10 major sections: (1) financial analysis (no information provided); (2) city and district demography (ethnic distribution, families and persons below the poverty level, enrollment, student retention, etc.); (3) achievement (results on standardized achievement tests, and on the New York State Pupil Evaluation Program, Preliminary Competency and Regents Competency Tests); (4) attainment (graduation rates, Regents and non-Regents placements, marks, diplomas, and scholarships, and results of tests such as the Scholastic Aptitude tests); (5) attendance (grade, excessive absenteeism, and attendance/achievement relationship); (6) student mobility (rates and open enrollment analysis); (7) suspension (short- and long-term and profiles of both); (8) student loss (extent and characteristics of students lost); (9) special education (enrollments, data from Committee on Special Education--referrals and student placement, handicapping categories, ethnic enrollment); and (10) alternative programs (enrollment, student characteristics, and mobility). To facilitate comparative analysis many of these sections include data from other districts, statewide and national data, and historical data. (KH)

DOCUMENT RESUME

ED 283 931 UD 025 645

Shoffner, S. M.; Kenkel, W. F.
On the Way to Adulthood: Changes and Continuities in the Life Plans of Low-Income Southern Youth. Southern Cooperative Series No. 320.
North Carolina State Univ., Raleigh. Agricultural Experiment Station.
PUB DATE- Dec 86
NOTE- 223p.; For the Cooperative Regional Project S-126.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; Access to Education; *Disadvantaged Youth; *Educational Attainment; Elementary Secondary Education; Individual Development; Life Satisfaction; *Occupational Aspiration; Rural Urban Differences; Self Actualization; Self Concept; Sex Differences; *Significant Others
IDENTIFIERS- United States (South)

This study reports on career and status aspirations of over a thousand children from low income areas in the South and is a follow-up study to a 1969 baseline study involving 1,503 fifth- and sixth-graders and their mothers in three low-income subcultures--rural white Appalachians, rural blacks, and inner-city urban blacks. In 1979, a total of 544 questionnaires were secured. The longitudinal nature of the study means that the educational and occupational information gathered on the same children at grade school age, high school age, and young adulthood can be used to trace the developmental transition of youth and how this relates to their initial achievements in the world beyond high school. The following are among the findings discussed: (1) educational plans are a better index of the children's status aspirations than are occupational plans; (2) in elementary school a very high percentage of pupils aspire to a college degree; (3) by high school age, the proportion aspiring to graduate from college drops considerably; (4) over 30 personal, demographic, or parenting factors are associated with the educational goals of children and youth; (5) there is a marked discrepancy between the educational aspirations of the respondents and their actual educational attainments when they are studied as young adults; and (6) as children, respondents did not have diversified social networks of significant others. Appendices include descriptions of instruments used, summary information on the variables, research procedures manual, and additional research reports. (PS)

ED 283 762 SO 018 277

Sigmon, Scott B.
Review of "The School Sociologist."
PUB DATE- 82
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Consultants; Elementary Secondary Education; *Guidance Personnel; *Professional Occupations; *Public Schools; Resource Staff; School Personnel; School Psychologists; *Social Scientists; *Sociology; *Specialists

This paper is a book review of William M. Phillips, Jr.'s "The School Sociologist: A Need and an Emergent Profession" (Washington, DC: University Press of America, Inc., 1981; 216p. ISBN-0-8191-1946-6. $12.95). Dr. Phillips defines a new professional field and expounds upon the role of the professionals within it. He seeks to combine factual knowledge as defined by the subordinate culture within the same society. The major theme of the book concerns the idea of the proposed profession of "school sociology." The establishment of the school sociologist professional (except as an occasional consultant) within the public schools is probably either too late or too soon. In short, the problems of sharing power, spending more money on consultant-type jobs, and the apparent admission of failure of the system mitigates against the idealistic goal of Dr. Phillips' book. Other issues included public versus private schools, what should be taught in schools, and other areas related to school sociologists, such as social interaction patterns and various school agency functions and structures. (BZ)

ED 283 791 SP 028 950

Anshel, Mark H.; Wrisberg, Craig A.
The Effect of Arousal and Focused Attention on Warm-Up Decrement.
PUB DATE- Apr 87
NOTE- 30p.; Table 3 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Females; Higher Education; Performan
Tests; *Physical Fitness; *Psychomotor Skills; *Readiness; Sport
Psychology; *Visualization
IDENTIFIERS- *Warm Up Decrement

The resumption of skilled performance following a period of no practice is often characterized by motor activity of a lower quality than that demonstrated prior to the rest period. This phenomenon, termed warm-up decrement, is usually brief, lasting for only a few trials or minutes of postrest practice. This study attempted to determine the effect of cognitive and behavioral warm-up activities on immediate and delayed postrest warm-up decrement in a softball batting task. It was predicted that practice immediately prior to postrest performance of a task having the same activity set as the criterion task should eliminate warm-up decrement on the criterion task. In addition, it was expected that warm-up decrement would be reduced or eliminated for subjects engaging in relevant task imagery or in physiologically arousing activity at the end of the rest interval. Subjects were 40 female softball players, all judged to be very good batters. All subjects were administered Nideffer's Test of Attentional and Interpersonal Style and a Vividness of Visual Imagery Questionnaire (Marks, 1973). The experiment involved four stages: (1) 20 pretest batting trials; (2) 10 minutes of rest and reading followed by 5 minutes of a specified warm-up activity; (3) 10 batting trials; and (4) a 5-minute warm-up and 10 batting trials six months later. The results suggest support for the expected outcomes. (MT)

ED 283 807 SP 029 007

Review of National Teachers Examination by the Oregon State System
Higher Education. Communication Skills Test, General Knowledge
Test, Professional Knowledge Test, Elementary Education Test.

Oregon State System of Higher Education, Eugene.

PUB DATE- 1 Jul 85
NOTE- 36p.; For related document, see SP 029 006.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Communication Skills; Elementary
Education; Higher Education; *National Competency Tests; Preservi
Teacher Education; *Teacher Attitudes; *Teaching Skills; *Test
Format; Test Reviews; *Test Validity
IDENTIFIERS- *National Teacher Examinations; Oregon

This report describes and summarizes findings on four National Teachers Examination tests provided by 45 faculty reviewers from six Oregon institutions of higher education. The tests were judged on the basis of students' opportunity to learn knowledge measured in test items and the importance of knowledge of items for beginning teachers. Tests reviewed were: (1) communications skills; (2) general knowledge; (3) professional knowledge; and (4) elementary education. Reviewers' ratings and comments on test items are appended. (JD)

ED 283 824 SP 029 079

Logsdon, Bette J.; And Others
Physical Education Teaching Units for Program Development, Grades K-3.
REPORT NO.- ISBN-0-8121-1034-X
PUB DATE- 86
NOTE- 371p.
AVAILABLE FROM- Lea & Febiger, 600 Washington Square, Philadelphia, PA 19106-4198 ($28.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Childrens Games; *Curriculum Development; Dance; Gymnastics; *Learning Activities; *Physical Education; Primary Education; *Teaching Guides

This teaching manual features instructional units prepared specifically for kindergarten through the third grade. These units focus on dance, games, and gymnastics and serve as realisitc materials to assist teachers in the time-consuming task of developing effective physical education programs. Every unit contains specific objectives that pinpoint anticipated enrichment in the motor, cognitive, and affective aspects of learning and each outlines a thoroughly planned teaching progression to assist in formulating individual lessons. The guide is designed to give immediate help in determining what to teach, while allowing individual teachers considerable flexibility in choosing which units to teach and when to teach them. Alternatives essential in formulating a teaching sequence that accounts for climatic conditions, different school schedules, availability of equipment, and other constraints and variables in a given teaching situation are provided. (JD)

ED 283 863 TM 870 387

Shaver, James P.
Productivity Program: The Use of Technology to Improve Writing Skil Projects, 1985-86 School Year. Statewide Evaluation Report.
Utah State Office of Education, Salt Lake City.
PUB DATE- 1 Aug 86
NOTE- 195p.; Two pages of the document contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Pretests Posttests; Principals; Productivity; Program Attitudes; *Program Evaluation; School Districts; Secondary School Teachers; *State Programs; *Student Attitudes; Teacher Student Ratio; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- Site Visits; Utah State Office of Education; *Writing Aid and Authors Helper

The Writing-Aid and Author's Helper (WANDAH) computer writing system, funded by the Utah State Office of Education Productivity Program, was used successfully in the Logan High School in the 1984-85 school year. Seven additional project were funded to replicate the Logan project throughout Utah during 1985-86. The main objective of the projects was to improve students' writing skills by increasing the amount of writing which students did and the amount of individualized writing aid they received. In each project lab, there were only 12 to 20 computers, not enough to accommodate a total class of students, primarily 11th and 12th graders. This report presents the results of a statewide level evaluation of the WANDAH Project. At each project, students, teachers, and principals were interviewed. Quantative data on students' writing performance and attitudes were collected through pre- and posttests. Results showed that WANDAH projects made significant contributions to educational productivity (greater goal achievement without decreasing student teacher ratios). The quantity of writing instruction and the amount of student writing increased. The quality of students' writing and their attitudes towards writing on the computer improved as well. Appendices include: (1) 1985-86 WANDAH productivity projects and the schedule of site visits; (2) preliminary reports, project guidelines and statewide executive summary; (3) site visit and testing letters; (4) site visit interview guidelines; (5) posttest writing prompts and instructions; (6) revision tally sheet and scoring instructions and attitude surveys; (7) holistic scoring procedures and guidelines; (8) descriptions of the dependent measures; (9) pretest and posttest means and standard deviations; (10) analyses of adjusted and unadjusted posttest means; and (11) analyses sent to third-party evaluators. Three tables are included. (JAZ)

ED 283 877 TM 870 416

Jones, Patricia B.; And Others

Dimensionality Assessment for Dichotomously Scored Items Using Multidimensional Scaling.

PUB DATE- Apr 87
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cluster Analysis; Correlation; Difficulty Level; Error of Measurement; Factor Analysis; *Latent Trait Theory; Mathematical Models; Matrices; *Monte Carlo Methods; *Multidimensional Scaling; Simulation; Test Items
IDENTIFIERS- *Dichotomous Variables; Eigen Values

In order to determine the effectiveness of multidimensional scaling (MDS) in recovering the dimensionality of a set of dichotomously-scored items, data were simulated in one, two, and three dimensions for a variety of correlations with the underlying latent trait. Similarity matrices were constructed from these data using three margin-sensitive and three margin-free coefficients and used as input to MDS. Stress (S1), S1 by dimension plots, and plots of the scaled items were examined to determine the effect of varying the magnitude and pattern of correlations. The results suggested that items with similar patterns of correlations tend to cluster together, that distance from the center of a cluster is a function of the amount of random error in the item, and that as the number of latent traits underlying the data increases, the dimensionality of the representational space increases. Cluster analysis using MDS coordinates is suggested to isolate homogeneous sets of items, whereas consideration of the S1 coefficient is recommended to determine the number of latent traits in the data. (Author)

ED 283 891 UD 025 165

Stinner, William F., Ed.; And Others
Return Migration and Remittances: Developing a Caribbean Perspective. RIIES Occasional Papers No. 3.
Smithsonian Institution, Washington, DC. Research Inst. on Immigration and Ethnic Studies.
PUB DATE- 82
NOTE- 379p.; For a related document, see ED 278 721.
AVAILABLE FROM- Public Information Office, Department of Anthropology, NHB 363, Smithsonian Institution, Washington, D.C. 20560 (free, limit of one copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Blacks; Economic Factors; *Economic Opportunities; Ethnic Groups; Foreign Countries; Haitians; *Immigrants; *Migration; *Migration Patterns; Minority Groups; Puerto Ricans; *Socioeconomic Influences
IDENTIFIERS- *Caribbean Islanders; *Return Migration; West Indians

The 13 papers in this volume discuss issues relating to Caribbeans who have migrated to the United States and then returned to their home countries. The last three papers focus on remittances, migrants' ongoing remitting of cash and other economic resources to the home society. Paper titles (and authors) are the following: (1) "Introductory Essay: The Dynamics of Caribbean Return Migration" (William F. Stinner and Klaus de Albuquerque); (2) "Return Migration to the English-Speaking Caribbean: Review and Commentary" (Hymie Rubenstein); (3) "The Origins and Continuity of Return Migration in the Leeward Caribbean" (Bonham Richardson); (4) "'In Sick Longing for the Further Shore': Return Migration by Caribbean East Indians During the Nineteenth and Twentieth Centuries" (Brinsley Samaroo); (5) "International Return Migration: Socio-Demographic Determinant of Return Migration to the Dominican Republic" (Antonio Ugalde and Thomas C. Langham); (6) "Return Migration from the United States to Costa Rica and El Salvador" (Guy Potiras); (7) "The Newyorican Comes Home to Puerto Rico: Description and Consequences" (Roberta Ann Johnson); (8) "The Puerto Rican Circuit and the Success of Return Migrants" (Barry B. Levine); (9) "Why Returnees Generally Do Not Turn Out to Be 'Agents of Change': The Case of Surinam" (Frank Bovenkerk); (10) "The Impact of Remittances in the Rural English-Speaking Caribbean: Notes on the Literature" (Hymie Rubenstein); (11) "The Magnitude and Impact of Remittances in the Eastern Caribbean: A Research Note" (Rosemary Brana-Shute and Gary Brana-Shute); (12) "Migration Remittances and Development: Preliminary Results of a Study of Caribbean Cane Cutters in Florida" (Charles H. Wood). Also included are bibliographies on return migration and remittances, and notes on contributors and editors. (KH)

ED 283 904 UD 025 572

Gabriel, Roy M.; Rasp, Alfred, Jr.

Educating Washington's At-Risk Youth: A Synthesis of Policies and Recent Studies.

Northwest Regional Educational Lab., Portland, Oreg.

PUB DATE- Nov 86
NOTE- 39p.; Report prepared for the Washington Office of the Superintendent of Public Instruction, November 10, 1986.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; *Compensatory Education; Elementary Secondary Education; Exceptional Persons; *High Risk Students; Individualized Education Programs; Individual Needs; Intervention; Potential Dropouts; Remedial Programs; Special Education; *Special Programs; Student Needs
IDENTIFIERS- *Special Needs Groups; *Washington Office of Superintendent of Pub Instr

This report synthesizes the findings of seven studies of instructional services provided in the State of Washington to at-risk students and describes the current state of the art in the education of those special needs children. The report answers the following five questions: (1) Who are the special needs children in Washington's schools? (2) What special program services are available to students with special educational needs? (3) Are these programs reaching the different segments of the special needs student population? (4) Are all of the needs of these students being met effectively? and (5) How are the special program services provided to those students who qualify for them? The following findings are discussed: (1) there is no single adequate definition of special needs students; (2) most special programs concentrate their efforts in the early elementary grades; (3) most special programs are successful in improving the education of special needs students; (4) the pull-out model is the primary method of special program service delivery; (5) districts are trying to coordinate their special program resources; and (6) undesirable consequences of these coordination and integration efforts may penalize students with special educational needs. Three recommendations for quality education for at-risk students are discussed. (PS)

ED 283 918 UD 025 604

Wilson, Julie Boatright

Teen Age Parenting: The Long Term Effects for Mothers and Children. Research Report R86-1.

Harvard Univ., Cambridge, MA. State, Local, and Intergovernmental Center.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 528p.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Early Parenthood; Economic Opportunities; *Educational Attainment; *Family Income; *Family Relationship; Females; Longitudinal Studies; Mothers; Pregnant Students; Secondary Education; Social Mobility; *Socioeconomic Status; Unwed Mothers; *Youth Problems

This report, which consists largely of statistical data, compares the household composition and economic well-being of teen and young adult mothers and their children over time. Data from the 1960, 1970, and 1980 Censuses are for a cross-sectional cohort analysis. Household and income characteristics as well as labor force behavior and educational attainment are presented. Cohorts of teen mothers are tracked over time and compared with young adult mothers in the same birth cohort and with teen mothers in other birth cohorts. Similar analyses are carried out for the children of teen mothers. The data suggest that women who begin parenting in adolescence start their childbearing years with disadvantages they never fully overcome. Compared to their peers who delay childbearing, teen mothers: (1) exhibit a lower attachment to marriage; (2) are both less likely to ever get married and more likely, when married, to dissolve the relationship and initiate a new one; (3) eventually have more children on average; (4) are less likely to be heading their own households early in their parenting careers; (5) are more likely to live in households with income below the poverty level; (6) get less education; and (7) are less likely to ever live in owner-occupied housing. The report consists of an executive summary, introduction, and six major sections which discuss, respectively: (1) trends in teenage childbearing; (2) study design; (3) the well-being of adolescent and older mothers; (4) the comparison of younger and older adolescent mothers; (5) children of teen and older mothers; and (6) children of younger and older teen mothers. Seven appendices present statistical tables used in the analysis. (KH)

ED 283 932 UD 025 648

Rossell, Christine H.
Why Is Bilingual Education Research So Bad? A Critique of the Walsh and Carballo Study of Massachusetts Bilingual Education Programs. Working Paper 86-5.
Boston Univ., MA. Center for Applied Social Science.
PUB DATE- Oct 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education Programs; Control Groups; *English Instruction; *Experimental Groups; Limited English Speaking; Reliability; *Research Methodology; *Research Problems; Sample Size; Statistical Analysis; *Transitional Programs
IDENTIFIERS- Evaluation Research; *Massachusetts

The Walsh and Carballo evaluation of the effectiveness of transitional bilingual education programs in five Massachusetts communities, has the following flaws: (1) the sample of school districts studied suffered from "self-selection bias"; (2) the sample does not include a single large, urban school district; (3) the student samples analyzed are much too small to allow for any conclusions; (4) there is no statistical analysis of the data nor control for pre-existing differences between groups; and (5) the wrong comparison is conducted. In elaborating on those flaws, the report first describes five models of how to instruct children who do not speak English. It then summarizes the requirements of a methodological sound study and maintains that the studies cited by Walsh and Carballo do not follow those rules. Finally, the above five flaws are discussed in detail. A bibliography is included. (PS)

SP

ED 283 776 SP 028 709

Richner, Shirley

Modeling Good Teaching in Liberal Arts Colleges. AILACTE Occasional Paper No. 5.

Association of Independent Liberal Arts Colleges for Teacher Education.

PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Faculty Development; Higher Education; Liberal Arts; Preservice Teacher Education; *Role Models; Teacher Characteristics; *Teacher Effectiveness; Teaching Skills

This paper, citing the gap that exists between the knowledge of best instructional practices and the modeling of those practices by college teachers, suggests a four-step plan for improvement. The first step is for the education unit on each campus to define the set of basic principles that underlie "good teaching." Step two is for each faculty member in the education unit to become an excellent teacher, based on the principles they have defined. The third step is to make all the students in the education unit aware of the unit's definition of good teaching. The fourth is to extend the education unit's definition of good teaching and expertise in achieving it to the entire campus. Each step is discussed with brief examples of how to implement them, and a list of eight good teaching principles is provided. (JD)

ED 283 837 TM 870 341

Mitchell, Karen J.; Anderson, Judith A.
Estimation of Interrater and Parallel Forms Reliability for the MCAT Essay.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *Essay Tests; Estimatio (Mathematics); Generalizability Theory; Higher Education; Holistic Evaluation; *Interrater Reliability; Medical Education; *Test Length; Test Reliability; Timed Tests; *Writing Evaluation
IDENTIFIERS- Medical College Admission Test; *Parallel Forms Reliability; Parallel Test Forms

The Association of American Medical Colleges is conducting researc to develop, implement, and evaluate a Medical College Admission Test (MCAT) essay testing program. Essay administration in the spring and fall of 1985 and 1986 suggested that additional research was needed on the development of topics which elicit similar skills and meet standard criteria for overall difficulty. Testing of essay prompts differing in focus and length of response was undertaken with the Fall 1986 MCAT administration. Some examinees responded to a 45-minute and a 15-minute essay, while others wrote two 30-minute essays. The 45-minute and 30-minute topics led to papers of notably different quality levels. The 45-minute response period allowed for: (1) fuller treatment of issues and more complete argument development; (2) better demonstration of skills involved in organizing and presenting ideas and sustaining a line of reasoning; (3) testing of higher level writing and analysis skills, and (4) addressing the objectives of the MCAT writing assessment. The 30-minute prompts produced papers with simplistic argument statements and an increased number of surface errors. The Advisory Committee to the MCAT Essay Pilot Project judged concerns about the 30-minute essays to be too marked to promote the use of 60-minute forms and felt the 45-minute response period gave the examinees an important opportunity to plan, organize, and execute a thoughtful essay. (BAE)

ED 283 850 TM 870 369

Wothke, Werner

Multivariate Linear Models of the Multitrait-Multimethod Matrix.

PUB DATE- 25 May 87
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Analysis of Covariance; Correlation; Estimation (Mathematics); *Factor Analysis; Factor Structure; Goodness of Fit; *Mathematical Models; Measurement Techniques; *Multitrait Multimethod Techniques; Statistical Studies
IDENTIFIERS- *Confirmatory Factor Analysis; Congeneric Tests; Covariance Structure Models; LISREL Computer Program; Trait Factor Approach

Several multivariate statistical methodologies have been proposed to ensure objective and quantitative evaluation of the multitrait-multimethod matrix. The paper examines the performance of confirmatory factor analysis and covariance component models. It is shown, both empirically and formally, that confirmatory factor analysis is not a reliable method for simultaneous estimation of trait and method factors. The poor performance is due to an inherent rotational indeterminacy common to all factor analytic models of trait and method effects. Covariance component analysis, on the other hand, shows a more parsimonious parameterization of general, trait, and method variation in the multitrait-multimethod matrix and is therefore typically unaffected by rotational indeterminacies. The performance with 23 empirical multitrait-multimethod correlation matrices was also found satisfactory. (Author)

ED 283 792 SP 028 977

Cruickshank, Donald R.
Reflective Teaching. The Preparation of Students of Teaching.
Association of Teacher Educators, Reston, Va.

PUB DATE- 87
NOTE- 106p.
AVAILABLE FROM- Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- *Creative Thinking; *Critical Thinking; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Self Evaluation (Individuals); Teacher Behavior; *Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- *Reflective Teaching

The first chapter of this book makes a case for preparing teacher to be lifelong students of teaching. Impediments to that goal are enumerated, and suggestions are made on how they might be overcome. Some of the means by which teachers can be made more reflective about their teaching are presented. In chapter 2, teachers are encouraged to become career-long students of teaching. A discussion is presented on the teaching of a reflective teaching lesson (RTL) by each member of a group of teachers or student teachers. Chapter 3 deals with ways in which performance in reflective teaching can be evaluated. Chapter 4 points out the major benefits of reflective thinking. In chapter 5, ways that reflective teaching is being used to enhance preservice and inservice teacher education are discussed as well as potential uses of RTLs that exist in student admission to teacher education, graduation or certification, hiring of teachers, and the preparation of university teachers. The final chapter considers the possibility of conducting research on reflective teaching as an instructional alternative in preservice and inservice education. Resource materials and sample reflective teaching lessons are appended. (JD)

ED 283 808 SP 029 008

Zanville, Holly; Jaqua, Jerry
Oregon Reserve Pool Study: Phase One.
Oregon State System of Higher Education, Eugene.
PUB DATE- Mar 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Demand; *Elementary School Teachers; Elementary Secondary Education; Faculty Mobility; *Labor Market; *Secondary School Teachers; State Surveys; Teacher Recruitment; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Oregon

This report presents statistics on Oregon's reserve pool of teachers (those certified to teach but who are not currently employed in a teaching position) as of March 1986. Information is given on the number of teachers, and in some cases, the percentage of the reserve pool, under the variables of: (1) sex; (2) age; (3) location by state (holding Oregon certification); (4) location within Oregon; (5) endorsement areas; (6) sex by age; (7) age by location in Oregon; and (8) endorsement area by location. A summary of findings and recommendations for further study of the Oregon reserve pool are included. Complete data tables are appended. (JD)

ED 283 825 SP 029 090

Pigge, Fred L.; Marso, Ronald N.
The Influence of Preservice Training and Teaching Experience upon Attitudes and Concerns about Teaching.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Beginning Teachers; Elementary Secondary Education; Job Satisfaction; Preservice Teacher Education; Self Esteem; *Teacher Attitudes; Teacher Characteristics; *Teaching Experience; *Work Attitudes

This study was designed to investigate relationships between selected teacher characteristics and changes in attitudes and concerns toward teaching during preservice training and the first five years of inservice teaching. Six groups of subjects (N=1,193) were used in the study; three groups of prospective teachers at various stages of preservice training and three groups of inservice teachers completing their first, third, or fifth years of teaching. It was found that: attitude toward teaching was highly positive and relatively stable throughout the concerned time period, task type concerns increased, self-survival type concerns decreased, and impact on student type concerns remained stable and higher than other types of concerns over the six preservice and inservice measurement points. Additionally, teaching field and gender were both found to be related to attitude and concerns toward teaching. Significant interactions were also identified between developmental period (combined preservice and inservice) and teaching field for both the attitude and concerns measures. (Author)

ED 283 763 SO 018 279

Hamblen, Karen A.

Searching for Patterns of Professional Development through an Analysis of Journal Articles on the History of Art Education.

PUB DATE- Apr 87

NOTE- 34p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Art Education; *Art History; Educational Development; Higher Education; *Historiography; History; *Intellectual History; *Primary Sources; Professional Development; *Research and Development; Social Science Research

There is no dearth of claims as to the benefits of historical study. Written histories not only reflect the personal and professional interests of individual historians, they also relate to the larger priorities of the professional discipline they represent. Patterns of art education's professional development can be ascertained by an examination of the types of histories that are written. In this paper, a discussion of characteristics of professional maturity and of historical research maturity is followed by an analysis of art education historical articles published between the years 1958 and 1986 in two major journals, "Art Education" and "Studies in Art Education." From a content analysis of the texts, the articles were tabulated in six categories: overviews, person-A, reviews, program, person-B, and metahistory. Person-B is used to designate biographies that reveal a theme, make interpretations, or indicate significance; unlike person-A treatments, individuals are secondary. Metahistories examine historical research processes, assumptions and premises, or they may place written histories themselves in historical perspective. These two categories are indicators of disciplinary maturity. Findings showed increases in both categories over the time-span studied as well as increases in absolute numbers or art histories. These indications, however, need to be qualified by the continued increase of person-A biographies as well as the lack of multiple histories on given topics. References and five figures are appended. (BZ)

ED 283 878 TM 870 417

Anderson, John F.; And Others
The Effectiveness of Express Mail as a Response Stimulator in Mail Surveys of Difficult Populations.

PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Physicians; Questionnaires; *Research Methodology; *Research Problems; *Responses; *Surveys
IDENTIFIERS- Chi Square Test; Federal Express Mail; First Class Mail; *Mail Surveys; *Response Rates (Questionnaires); Telephone Surveys

Many different techniques have been used to increase response rates to surveys. In this study, Federal Express overnight service was used to test the effectiveness of express mail in stimulating response to a mail survey of 132 physicians. The sample was randomly split into two groups. One group received the initial mailing by Federal Express while the other group received the survey by regular first class mail. The average cost per complete survey for Federal Express was $27.07, and for first class mail $21.63. Although Federal Express was more expensive, the results showed that the Federal Express mailing achieved a higher response rate and that people responded faster to the survey delivered by Federal Express. (JAZ)

ED 283 905 UD 025 591

Bicycle Safety, Grades K-6. Experimental Curriculum Bulletin.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 87
NOTE- 59p.
AVAILABLE FROM- New York City Board of Education, Div. of Curriculum & Instruction, 131 Livingston Street, Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bicycling; Elementary Education; Experimental Curriculum; Recreational Activities; *Safety Education; Teaching Guides; Traffic Control; Urban Education
IDENTIFIERS- New York (New York)

This experimental curriculum guide for bicycle safety begins with a chapter listing vehicle and traffic laws pertaining to bicycling. Chapter 2 of the guide is organized by grade level. Appropriate lesson plans for bicycle safety are presented with aims, concepts activities and behavioral objectives. A 24-item list of activities summarizes these lessons. Chapter 3 is a resource guide covering the following topics: (1) history of the bicycle; (2) selecting and fitting of the bicycle; (3) care and maintenance of the bicycle; (4) rules of the road; (5) traffic control devices; (6) riding the bicycle; (7) classroom testing and quiz materials; (8) practical field testing; (9) bicycle games and contests; and (10) a list of sources of information and materials. (VM)

ED 283 933 UD 025 650

Knapp, Michael S.; And Others
Local Program Design and Decisionmaking under Chapter 1 of the Education Consolidation and Improvement Act.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- SRI-1246
PUB DATE- Dec 86
NOTE- 288p.
CONTRACT- NIE-400-85-1029
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Compensatory Education; Decision Making; *Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; *Federal Programs; High Risk Students; Political Influences; *Program Design
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This study describes how local educators design Chapter 1 instructional programs for educationally deprived students from low-income areas. A multiple case study investigation was done in 20 districts in 11 states, chosen to reflect differences in context, program design, and design change. The report includes discussions of the following: (1) the focus of the study and its methods and limitations; (2) patterns of program design and decisionmaking; (3) change and continuity in the basic features of Chapter 1 program design; (4) options for curriculum, approach, and instructional support; (5) change in arrangements for special groups or situations; (6) Chapter 1 program design in relation to other educational programs and initiatives; and (7) explanations of design choices and changes. Also included are a list of references and appendices showing study methods and samples as well as Title I and Chapter 1 provisions. (PS)

ED 283 777 SP 028 760

Domains of the Florida Performance Measurement System.
Florida State Dept. of Education, Tallahassee.
PUB DATE- 83
NOTE- 209p.; A product of the Coalition for the Development of a Performance Evaluation System.
AVAILABLE FROM- Panhandle Area Educational Cooperative, 44 West Boulevard, Chipley, FL 32428.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; *Classroom Techniques; Elementary Secondary Education; *Instructional Development; *Learning Strategies; *Planning; Student Behavior; Teacher Evaluation; Teaching Skills
IDENTIFIERS- *Florida Performance Measurement System

This monograph sets forth in detail the concepts included in the five domains of teaching as identified by the Florida Coalition for the Development of a Performance Evaluation System. The first domain, planning, includes the concepts: (1) content coverage; (2) utilization of instructional materials; (3) activity structure; (4) goal focusing; and (5) diagnosis. The second domain, management of student conduct, covers eight concepts: (1) rule explication and monitoring; (2) teacher withitness; (3) overlapping (withitness); (4) quality of desist; (5) group alert; (6) movement smoothness; (7) movement slow-down; and (8) praise. The domain of instructional organization and development consists of the following concepts: (1) efficient use of time; (2) review of subject matter; (3) lesson development; (4) teacher treatment of student talk; (5) teacher academic feedback; and (6) management of seatwork/homework. In the domain of presentation of subject matter, the concepts discussed are presentation of: (1) interpretive knowledge; (2) explanatory knowledge; (3) academic rule knowledge; and (4) value knowledge.

The final domain, communication, verbal and noverbal, discusses the concepts: (1) control of discourse; (2) emphasis; (3) task attraction and challenge; (4) speech; and (5) body language. References are included for each domain. (JD)

Profile of 1983-84 Graduates of Oregon Schools and Colleges of Education One Year after Graduation.
Oregon State System of Higher Education, Eugene.
PUB DATE- Aug 85
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Employment Patterns; Faculty Mobility; *Graduate Surveys; Higher Education; *Schools of Education; *Teacher Employment; Teacher Placement; Teaching Conditions
IDENTIFIERS- Oregon

This study was designed to develop a profile of the 1983-84 graduates of Oregon schools and colleges of education one year after completion of their programs. A 42-item questionnaire was sent to 1,821 graduates with a 65 percent return rate. Five major topics served as the basis for development of the profile: (1) demographic and certification information; (2) employment status one year after program completion; (3) importance of 25 selected competencies and skills to the assignment of those graduates employed in a school; (4) the adequacy of preparation of graduates employed in a school in these 25 competencies and skills; and (5) conditions of beginning service for those graduates employed in a school. Information was also sought on job searching and employment status, types of assignments, and job changes after one year of teaching. The self-reported perceptions of graduates formed the primary data base for the study. Data are presented on tables accompanied by narrative commentary. (JD)

ED 283 838 TM 870 342

Meckler, Terry Anne; Vogler, James D.
Measuring Learning Retention after Program Funding.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Grade 8; Health Education; Junior High Schools; *Pretests Posttests; *Program Effectiveness; *Reading Achievement; Reading Improvement; *Reading Strategies; Teaching Methods
IDENTIFIERS- Basic Skills Inventory; Los Angeles County Schools CA; Rasch Scaled Scores

The study investigated retention of gains in reading/language skills after one year by 378 eighth-grade students in 18 health studies classrooms. Six classrooms were assigned to each of three groups, two experimental and one control, taught by health science teachers who were: (1) trained in reading/language techniques; (2) not trained in reading/language techniques, but using a revised health curriculum based on reading techniques; or (3) neither specially trained in reading nor using the reading-based curriculum. All students completed health and reading skills items of the Basic Skills Inventory, a Rasch scaled assessment instrument developed by the Proficiency Assessment Systems and Services Center of the Los Angeles County Office of Education. Pretest-posttest gains during the course were compared with pretest-posttest gains the following year. Neither experimental group retained significant posttest gains, nor did they retain a significant advantage over

the control group. (LPG)

ED 283 851 TM 870 371

Todd, Robert F.; Reece, Carol C.
An Introductory Educational Research Course: Attitudes of a Selected Group of Graduate Students toward Its Helpfulness.
PUB DATE- 24 Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Descriptions; *Course Evaluation; *Educational Research; Education Courses; Graduate Students; Higher Education; Introductory Courses; Program Effectiveness; Questionnaires; *Research Methodology; Student Attitudes
IDENTIFIERS- Mail Surveys; Memphis State University TN

An opinion survey was mailed to former education graduate students in order to assess the effectiveness of an introductory educational research course given at Memphis State University (Tennessee). The purposes of the study were to determine the extent to which the course was helpful to students: (1) in subsequent graduate courses; (2) in their jobs; and (3) in reading published research reports. The subjects were 825 graduate students who took the course from the same instructor between 1980 and 1985. A questionnaire was mailed to the subjects with a covering letter explaining the purposes of the study. Of the 535 respondents, nearly 85 percent indicated the course was helpful or very helpful in relation to other courses in their degree programs. Nearly 65 percent said it was helpful or very helpful in their jobs, and nearly 95 percent found it helpful or very helpful in developing the necessary background to evaluate research reports. Appendices include a description of the introductory research course, a copy of the cover letter, a copy of the questionnaire-opinionnaire, and a copy of the follow-up letter. (JAZ)

ED 283 864 TM 870 388

Testing Tune-Up...A Guide to Peak Performance.
Detroit Public Schools, MI. Dept. of Evaluation and Testing.

REPORT NO.- DPS-1-208-ADM
PUB DATE- 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Educational Testing; Elementary Secondary Education; *Instructional Materials; *Objective Tests; Parent Participation; Teacher Role; *Test Coaching; Test Items; *Test Wiseness

Students' test scores are influenced by their subject matter knowledge, their physical and emotional health, and their skill in the mechanics of test taking. Designed for use in the Detroit (Michigan) Public Schools, this document focuses on improving skills in the mechanics of test taking. The first section overviews strategies for administrators, test coordinators, teachers, students, and parents for before, during, and after a test. The remaining six sections, identified as levels A-F, contain handouts and practice exercises to be used, as appropriate, with students in any grade. Topics covered include: choosing answers that make sense; trying all parts of a test; and following directions. Answer keys for the practice exercises are provided at the end of each section. It is not intended that students work through the entire set of exercises at one time, rather, the exercises should be used throughout the school year in a manner that allows for review and practice. (BS)

ED 283 919 UD 025 605

Welfare: Issues to Consider in Assessing Proposals for Reform. Briefing Report to the Honorable William V. Roth, Jr., United States Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-87-51BR
PUB DATE- Feb 87
NOTE- 46p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00 each, 25% discount on orders for 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Delivery Systems; Family Problems; *Federal Government; *Federal Programs; Poverty; *Program Effectiveness; State Government; Unemployment; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children

This report provides an overview of research findings on major Federal welfare system design issues. The report is based on: a review of 100 major welfare studies completed since 1975; interviews with Federal, State, and local welfare officials; the results of the General Accounting Office's (GAO) welfare work; and an analysis of the Census Bureau's Survey of Income and Program Participation data. The report focuses on questions concerning: (1) benefit targeting and adequacy (whom should welfare serve and how much should recipients get?); (2) system complexity (what form should benefits take, and how should benefits be funded and delivered?); (3) work incentives versus dependency; and (4) impact on the family unit. Several important problems identified are the following: (1) confusion over whether welfare should provide for demonstrated needs or strive to eradicate poverty altogether; (2) complexity, high cost, and inefficiency of the existing program; and (3) while it has not been proved that receipt of welfare is a major disincentive to work, welfare appears to have done little to encourage work. Research does not support the view that welfare encourages two-parent families to break up, or that unmarried women have children in order to become eligible. Three appendices include a discussion of welfare evolution and reform efforts; selected summary information for all household units in the United States for September, 1983; and a list of GAO welfare reports issued, 1980-1987. A bibliography of major studies reviewed is also included. (KH)

ED 283 826 TM 870 277

Weiss, John
Truth-in-Testing & the Golden Rule Principle: Two Practical Reforms.
National Center for Fair and Open Testing (FairTest), Cambridge, MA.

PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; College Entrance Examinations; Confidentiality; Culture Fair Tests; Educational Testing; Higher Education; Information Needs; Licensing Examinations (Professions); Standardized Tests; *State Legislation; *Test Bias; *Test Construction; *Testing Problems; Test Validity
IDENTIFIERS- *Golden Rule (Testing); National Teacher Examinations; Scholastic Aptitude Test; Test Publishers; *Truth in Testing

Two reforms are suggested as ways to improve standardized testing. They are Truth-in-Testing legislation and the Golden Rule bias reduction principle. Test publishers, state departments of education, and colleges who administer tests are often reluctant to provide statistical data on test results. It is also difficult for researchers to see test items. Truth-in-Testing legislation was enacted in California and New York to provide more information about college entrance examinations such as the Scholastic Aptitude Test. As a result, test items may be studied and challenged regarding their accuracy, validity, and cultural bias. The Golden Rule procedure is based on an out-of-court agreement between the Educational Testing Service, the State of Illinois and the Golden Rule Insurance Company concerning an insurance licensing examination. The agreement settled a lawsuit charging that ETS' Illinois Insurance Agent Licensing Exam unfairly discriminated against blacks and was not job-related. The National Center for Fair and Open Testing (FairTest) has endorsed the Golden Rule principle: "among questions of equal difficulty and validity in each content area, questions which display the least differences in passing rates between majority and minority test-takers should be used first." Safeguards need to be established to ensure that standardized tests measure relevant knowledge differences between test-takers and not irrelevant, culturally specific factors. (GDC)

ED 283 879 TM 870 419

Schellenberg, Stephen J.; Stephens, Charles E.
Enrollment Projection: Variations on a Theme.

PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Enrollment Projections; Information Utilization; Instructional Program Divisions; *Models; *Predictive Measurement; *Questionnaires; *Research Methodology; Research Problems; School Districts; *School Surveys

IDENTIFIERS- *Cohort Survival Procedures

Directors of Research and Evaluation in school districts were surveyed about their methods in making school enrollment projections. The questionnaire covered school district size, minority enrollment, staff responsibility for performing projections, acceptable levels of accuracy, methodology used, special considerations, and use of the data. Fifty responses were received, primarily from school districts of over 30,000 students. The official with primary responsibility for enrollment projections was commonly employed in the department of planning or management information services, research and evaluation, or student accounting. Principals and other administrators also had input into the process. Two-thirds of the respondents aimed for a district-wide enrollment projection error rate of one percent or less. Error rates for individuals grades and for time periods beyond one year were higher. The data were primarily used for budgeting, personnel planning, building utilization, transportation, and capital improvement planning. Two approaches were generally used: (1) projection, using historical data on birth and enrollment trends; and (2) prediction, which combines this data with other variables thought to influence enrollment, often using a multiple regression equation. (This paper presents a detailed model for enrollment projection, and the questionnaire, The Survey on Enrollment Projections). (GDC)

ED 283 892 UD 025 232

Keeves, John P.
Equitable Opportunities in Australian Education.
Victoria Education Dept. (Australia).
REPORT NO.- ISBN-07241-7589-X
PUB DATE- 86
NOTE- 112p.
AVAILABLE FROM- Victorian Government Bookshop, 41 St. Andrews Place, East Melbourne 3002, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Compensatory Education; Early Childhood Education; Educational Change; *Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; *Foreign Countries; Minority Groups; Nondiscriminatory Education; Research Utilization; Social Stratification
IDENTIFIERS- *Australia; Great Britain

In most developed countries a majority of the citizens benefit from extensive educational opportunities, yet there is a growing number of people in these same countries who are educationally disadvantaged because of their sociocultural backgrounds. There are four stages of educational disadvantage including: (1) limited experiences in early childhood; (2) restricted learning experience at school; (3) transition support services; and (4) second-chance learning. Educational leaders in Australia are making an attempt to address the problem of educational disadvantage. One strategy they have used is to learn from the research and experiences of other developed countries. This report is an assemblage of pertinent data on educational disadvantage and its related programs and policies gathered from Australia, the United States and Great Britain. The six chapters are as follows: (1) Equity Issues in Australian Education; (2) The Nature of Educational Disadvantage; (3) Research and Evaluation: The Findings from Overseas; (4) Australian Research into Educational Disadvantage; (5) The Disadvantaged Schools Program; and (6) Overcoming Educational Disadvantage. A 175-item list of references is included. (VM)

ED 283 764 SO 018 281

Jones, Phillip W.

Australia's International Relations in Education. Australian Education Review, Number 23.

Australian Council for Educational Research, Hawthorn.

REPORT NO.- ISBN-0-86431-000-5
PUB DATE- 86
NOTE- 123p.
AVAILABLE FROM- Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria 3122, Australia ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Area Studies; Cross Cultural Training; *Educational Development; English (Second Language); Foreign Countries; *Foreign Students; Higher Education; *International Cooperation; *International Educational Exchange; *International Programs; Student Exchange Programs
IDENTIFIERS- *Australia; UNESCO

The past five to ten years have seen a steady, if not spectacular, growth in the arrival of overseas students to study in Australia, the use of education in the Australian foreign aid program, and the range of international contacts enjoyed by Australian educators in their work. In particular, the years 1983 to 1985 have seen a flurry of activity, notably at the national governmental level, but it is not easy to piece together the principal trends or even to document all the significant events. While the present review seeks to remedy this lack of analysis, it does not pretend to provide anything but a summary of the key elements. It does seek identification of significant structural factors, and how these relate to broader social and cultural themes. Chapters include: "Education in the Australian Bilateral Aid Program"; "Multilateral and Regional Cooperation in Education"; "Overseas Students in Australia"; "International Links: The Exchange of Educational Ideas, Materials and Personnel"; and "Emerging Issues." Discussed in the latter chapter are the following subtopics: Education for Export, English Language in the Region, Australian Studies Overseas, and The Overseas Promotion of Australian Education. (BZ)

ED 283 793 SP 028 978

Packard, Richard D.
Development of Educational Leaders: Fostering Individual Developmen
of Teachers for Productivity and Leadership Roles in Education.
PUB DATE- Jul 87
NOTE- 24p.; Paper presented at the World Assembly of the International Council on Education for Teaching (Eindhoven, the Netherlands, July, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Change Strategies; Elementary Seconda
Education; *Faculty Development; Master Teachers; *Program Development; *Program Evaluation; *State Programs; Teacher Salari
IDENTIFIERS- *Arizona

This paper presents results from research and evaluation of the "Pilot Arizona Career Ladder Teacher Development and Incentive Program." The project, initiated by the State legislature, allows each local education agency to design its own plan. By 1989, the project will provide evidence for the legislature to make informed decisions about the success of the 16 district pilot tests of their teacher development models. The business community, three universities, professional organizations, the governor's office, both houses of the legislature, and 16 school districts, with more than 10,000 educators, are involved in this experiment, based upon scientific research on career ladder programs and problems. The legislature mandated a 5-year research time that is implemented by and grounded in the political support of educational and business representatives. The emerging model has some specific directions and accomplishments that have not been apparent in other plans being implemented. This report is organized under four major headings: (1) "The Historical Antecedents"; (2) "Reasons for Program Failures"; (3) "The Possible Program Solutions"; and (4) "The Pervasive Concept of Change." (JD)

ED 283 852 TM 870 372

Nolen, Susan Bobbitt

The Influence of Task Involvement on the Use of Learning Strategies.

PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Rating Scales; *Goal Orientation; Grade 8; Junior High Schools; *Learning Motivation; *Learning Strategies; *Learning Theories; Path Analysis; Questionnaires; Recall (Psychology); Self Concept; Student Motivation; Study Skills

The relationship between goal orientation and the use of learning strategies and their effects on learning outcomes were investigated. The three goal orientations considered were: (1) task orientation, which involves learning for its own sake; (2) ego orientation, which involves a desire to perform better than others; and (3) work avoidance, which involves the desire to put forth as little effort as possible. The two types of learning strategies studied were: (1) those requiring deep processing of information; and (2) those requiring only surface-level processing, such as simply reading a passage over and over. Sixty-two eighth graders participated in the study. Results showed that task orientation was positively correlated with valuing and use of strategies requiring deep processing of information, and to a lesser degree with those requiring only surface-level processing. Ego orientation was positively related to use and valuing of surface-level strategies only. Work avoidance was negatively related to use and valuing of both kinds of strategies. A path analysis indicated that task orientation, more than beliefs in the utility of deep-processing strategies for promoting learning, might lead to use of these strategies. A 20-item reference list, four tables and one figure are included. (Author/JAZ)

The Teachers' Guide to Urban Tennis Instruction. The New York City Schoolyard Tennis Program. Pilot Program, Spring 1984.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 84
NOTE- 46p.; Prepared cooperatively with the New York Junior Tennis League and the United States Tennis Association.
AVAILABLE FROM- New York City Board of Education, Div. of Curriculum & Instruction, 131 Livingston Street, Brooklyn, NY 11201 ($4.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletics; Elementary Secondary Education; Outdoor Activities; *Physical Education Facilities; Playgrounds; *Racquet Sports; *Tennis; Urban Education
IDENTIFIERS- New York (New York)

This guide is designed for New York City school teachers who will conduct tennis classes for about 50 students while using limited tennis facilities. The insides of school buildings and school playgrounds will constitute the "courts" for these lessons. This type of introduction to the sport is intended to give students a sense of the game and its skills before they reach high school age. Another goal is to motivate students to participate in a summer tennis program. In addition, learning and playing tennis helps develop students' cognitive and affective skills. Plans for 24 half-hour lessons are presented with suggestions for equipment, aims, performance objectives, procedures, activities, and games. Six appendices provide information on the following: (1) curriculum areas and tennis; (2) tennis terms; (3) rules of tennis; (4) code of conduct; (5) audiovisual materials; and (6) extra-curricular tennis. Bibliographies for teachers and students are included. (VM)

ED 283 934 UD 025 651

Zeigler, Harmon
Education, Income, and Equality.
Oregon Univ., Eugene. Coll. of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86

NOTE- 24p.; Best copy available of appended charts.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Comparative Analysis; Developed Nations; Developing Nations; Economically Disadvantaged; *Economic Development; *Educational Development; *Income
IDENTIFIERS- Gini Index of Dissimilarity; Income Distribution

Educational development in a country should reliably predict the level of wealth and its distribution. Undeveloped societies tend to have highly inegalitarian distribution functions. The development process accelerates this tendency by rewarding wealthy segments of the population that are in a position to invest in the growing economy. Finally, in advanced stages of development, bureaucratic and political structures may reach a point where egalitarian changes in the distributive process can be effected. Education leads to development and increased wealth in the society, but since education enriches individuals, it increases inequality. Three basic areas are explored to test a model relating economic development, education, and inequality: (1) level of economic development; (2) level of educational development; and (3) diversity of economic structures. Using a variety of educational and income statistics, and a measure of development, a Gini index was generated for each of 144 nations. In general, the data support the expected relationship. However, when the sample is divided into three groups based on GNP per capita, this relationship is only seen in advanced developed and undeveloped nations. In developing nations, increasing educational levels are related to increasing wealth, but not to increasing inequality. (MCK)

ED 283 778 SP 028 843

Charleton, James H.
Recreation in the United States. National Historic Landmark Theme Study.
National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- 86
NOTE- 1,282p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF10/PC52 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Historical Materials (060)
DESCRIPTORS- *Athletic Fields; *Baseball; *Museums; *North American History; *Parks; Planetariums; *Recreational Facilities; Social History
IDENTIFIERS- *Historical Landmarks

This report examines a number of outstanding and illustrative examples of a broad range of properties representing recreational activities that suggest themselves for possible National Historic Landmark recognition. The properties described in the study have been selected to represent places and activities that have had a major impact on American history. Properties in the following categories are documented and described: (1) baseball parks; (2) stadiums and bowls; (3) college athletic facilities; (4) cricket, tennis, and lawn bowling; (5) racetracks and speedways; (6) public parks and gardens; (7) world's fair and exposition sites; (8) amusement parks, carousels, and roller coasters; (9) circus sites; (10) zoos; (11) nautical recreation and sports; (12) resort hotels, spas, casinos, and camps; (13) science as recreation; and (14) pageantry and festivals. Maps and photographs of the properties are included in the descriptions. (JD)

ED 283 810 SP 029 010

Brodbelt, Samuel; Wall, Robert
Supervisory Attitudes on Teaching Effectiveness as Perceived by Leading Maryland Supervisory Personnel.
PUB DATE- 3 Dec 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Classroom Observation Techniques; Elementary Secondary Education; Higher Education; Leadership Styles; *Supervisory Methods; Teacher Behavior; *Teacher Effectiveness; Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- Maryland

The status, roles, and functions of those involved in the supervision of teachers were studied, with attention to observation, evaluation, counseling, and inservice programs. The evolution of the supervisory role from 1850 to the present was traced, and probable future changes were predicted. The components of supervision as reported in the professional literature and leading textbooks were the basis for the construction of a questionnaire that was sent to 102 leading supervisory personnel in Maryland. The responses were used to empirically validate the information gained from the professional literature. Factor analysis produced five factors from the survey data: training or educational credits, evaluation, gender, number supervised (responsibility), and supervisory style. The reported time spent in the various supervisory roles and functions provided greater insight into the components of supervision described in the literature. Overall, the supervisors favored the formative over the summative aspects of evaluation and preferred observation of the teaching process over testing student achievement as a strategy for evaluating teaching. A bibliography is attached. (SW)

ED 283 839 TM 870 349

Fetterman, David
Ethnographic Auditing: A New Approach to Evaluating Management in Higher Education.
PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audits (Verification); Case Studies; Chemistry; *College Administration; College Libraries; Cultural Context; Educational Anthropology; *Ethnography; *Evaluation Methods; Formative Evaluation; Higher Education; Organizational Climate; Qualitative Research
IDENTIFIERS- *Ethnographic Evaluation; *Organizational Culture

Ethnographic auditing is the application of ethnographic or anthropological concepts and methods to the appraisal of administrative controls over resources. Ethnographic auditing highlights the role of culture, subculture, values, rituals and physical environment in management in higher education. The ethnographic auditor measures the fiscal and operational backbone of an organization within its cultural content. Auditing is a formative evaluation of the management process in the educational institution. Auditing looks for manifestations of meaning, cognition, competence and quality. An auditor has access to all facets of the organization. The auditor evaluates management's functions and adds insight to the operational components of a department. Ethnographic auditing evaluates management on a cultural level of analysis. The evaluator who combines the auditor's concern over resource control with ethnographic or qualitative methods is able to address the more penetrating management issues of higher education. Auditing a university on a cultural level requires attention to both specific practices and underlying systems. Two case studies of a university library and a chemistry department are presented to illustrate ethnographic auditing's contribution to the improvement of management. (BAE)

ED 283 865 TM 870 389

Dancer, L. Suzanne

The Use of Partial Order Structures for Investigating Suicidal Behavior.

PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Some figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; *Behavior Patterns; Depression (Psychology); *Multidimensional Scaling; *Predictive Measurement; *Profiles; Statistical Studies; *Suicide
IDENTIFIERS- *Scalogram Analysis; *Suicide Probability Scale

This study had two purposes: to test the usefulness of partial order scalogram analysis with multivariate response data; and to illustrate the multidimensional nature of suicide risk. A detailed introduction describes partial order scalograms, which locate respondents' profiles in a two-dimensional space (rather than on a unidimensional Guttman scale), portraying both quantitative and qualitative variation among profiles. Three groups responded to the Suicide Probability Scale (Cull & Gill, 1982): (1) a normative group from San Antonio, Texas; (2) psychiatric inpatients; (3) persons who had made a potentially lethal suicide attempt in the last 48 hours. Of 1,158 respondents, a stratified sample of 100 profiles was analyzed by the POSAC-I (Partial Order Scalogram Analysis with Base Coordinates) scaling program, a computer program from the Guttman-Lingoes series for portraying partial order relations in a two-dimensional space. A subset of items (7, 24, 25, 30, 32) representing intrapersonal behaviors, derived from the primacy-of-environment facet, yielded a solution with .93 goodness-of-fit. Spatial regions discriminated suicidal and nonsuicidal groups, but did not separate normals from psychiatric patients. There was no typical suicide profile; scalograms showed qualitative heterogeneity of suicide attempters, not evident from total scores alone. Affective expressions of hopelessness and despair and cognitive planning of means were orthogonal dimensions of suicide risk. Numerous figures aid in conveying method and results. (LPG)

ED 283 920 UD 025 606

The Urban Initiative Sourcebook: A Discussion of the Literature and a Directory of Exemplary Practices and Programs. Prepared for the Urban Schools of New Jersey.

New Jersey State Dept. of Education, Trenton.; Research for Better Schools, Inc., Philadelphia, Pa.

REPORT NO.- PTM500.1
PUB DATE- Aug 85
NOTE- 227p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Curriculum; *Demonstration Programs; *Educational Improvement; Elementary Secondary Education; Models; Program Effectiveness; Program Implementation; *School Effectiveness; Staff Development; *Urban Schools
IDENTIFIERS- *New Jersey

This sourcebook, prepared to assist New Jersey urban school principals and administrators, presents research findings and describes exemplary programs related to the Urban Initiative, a school improvement project of the New Jersey Department of Education. The source book consists of three major sections. Section 1 reviews effective schools research and discusses the skills needed by the principal in the areas of instructional leadership, administrative management, and school improvement. It provides suggestions for strengthening principal leadership through the removal of barriers to effective leadership, the selection of new principals, and increased professional development of those currently employed. Section 2 presents a directory of exemplary practices and programs for 11 content areas: basic skills improvement, secondary compensatory and bilingual education, computer instruction, disruptive students, drug and alcohol abuse, principal leadership, school attendance, secondary special education, student dropouts, writing instruction (K-12), and youth employment through vocational education. The material in each content area includes a listing of characteristics of successful practices, a discussion of the relevant literature, and descriptions of several exemplary practices and programs. Section 3 provides guidance to district staff in the management of school improvement. It focuses on the following topics: understanding the change literature, planning implementation, providing leadership for school improvement, selecting implementation strategies, and designing and conducting staff development efforts. A 12-page bibliography and 3 appendixes--Index of Exemplary Practices and Programs Nationwide, Index of Exemplary Practices and Programs in New Jersey and a List of Materials for Directory of Exemplary Practices and Programs--are included. (KH)

ED 283 880 TM 870 420

Villar Angulo, Luis Miguel
Evaluating Psychosocial Classroom Environments.
PUB DATE- Apr 87
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Education Courses; Education Majors; Elementary Education; Elementary School Teachers; Factor Structure; Foreign Countries; Higher Education; *Preservice Teacher Education; Questionnaires; *Rating Scales; *Student Reaction; Teacher Student Relationship; *Test Construction; *Test Validity

IDENTIFIERS- *Inventory of University Classroom Environment; Spain

A rating scale was designed to measure college classroom climate in Primary Teacher Training Colleges in Spain, as well as to describe and compare college classroom environments. Data were gathered from 33 classes of students training to be public or private primary school teachers at colleges in Sevilla and Huelva. Participant observation and interviews were used to generate 688 statements reflecting students' perceptions of the educational climate. Based on the research literature and judgments categorizing the statements, 14 dimensions were then defined. Further pretesting, factor analysis, cluster analysis, and judgments by faculty and students resulted in the 49-items Inventory of University Classroom Environment (IUCE), containing seven dimensions: cohesiveness, satisfaction, personalization, task orientation, innovation, evaluation, and classroom management. Both an idealized and a real version were developed. Internal consistency reliability estimates were acceptable for each subscale, ranging from .7768 to .8349. Intercorrelations, analysis of variance between the classrooms, and stepwise discriminant analysis were also performed. It was concluded that the instrument's validity was supported with respect to test reliability, discriminant validity, and ability to differentiate between classrooms and among students. These results could be used to improve teacher training (The IUCE is appended). (GDC)

ED 283 893 UD 025 299

Salamon, Lester M.; And Others
Partners in Public Service: Government and the Nonprofit Sector in the American Welfare State.
Urban Inst., Washington, D.C.
PUB DATE- Mar 87
NOTE- 35p.; Paper presented at the Independent Sector Spring Research Forum (New York, NY, March 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Government (Administrative Body); *Government Role; *Nonprofit Organizations; Philanthropic Foundations; *Private Agencies; *Public Policy; Public Service; *Public Support; Welfare Services

This project undertook the following: (1) examination of the scope and structure of the private, nonprofit sector in the United States; (2) analysis of the patterns of spending by Federal, State, and local governments in fields where nonprofit organizations are active; and (3) evaluation of the impact of changes in government policy on the revenues of nonprofit organizations and on the demand for their services. Sixteen local field sites were selected to provide a reasonable cross section of the nation. A number of conventional conceptions of the role and character of the nonprofit sector and of the operation of the nation's human service delivery system are inaccurate. For example, the nonprofit sector is far larger, and plays a far more important role in the delivery of human services than most analyses of the American welfare state would suggest. Findings also challenged conventional ideas about (1) an inherent conflict between nonprofit organizations and government; (2) the American "welfare state"; and (3) the financial base of the nonprofit sector. The study also questions the orientation of the "charitable" sector by documenting its relatively limited focus on the poor and its growing reliance on fee-paying customers. (LHW)

ED 283 907 UD 025 593

Disler, Mark R.
Statement of Mark R. Disler, Deputy Assistant Attorney General, Civil Rights Division before the Committee on the Judiciary, United States Senate Concerning Implementation of the Immigration Reform and Control Act of 1986.
Department of Justice, Washington, D.C. Civil Rights Div.

PUB DATE- 24 Mar 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights Legislation; *Compliance (Legal); *Equal Opportunities (Jobs); Federal Legislation; *Foreign Workers; Immigrants; Law Enforcement; *Legal Problems; Public Policy; Undocumented Immigrants
IDENTIFIERS- *Department of Justice; *Immigration Reform and Control Act 1986

This statement discusses the activities of the Special Counsel for Immigration-Related Unfair Employment Practices, within the Department of Justice. The Counsel was created as part of the Immigration Reform and Control Act of 1986, which prohibits certain forms of discriminatory employment conduct. The Counsel receives charges of discrimination filed by private parties or Immigration and Naturalization Service Officers, and determines whether the charges warrant filing an administrative complaint. This report describes the types of cases that come under the jurisdiction of the Special Counsel in the Department of Justice. The Act applies to regular, repeated, and intentional activities of discrimination, and was added to the Immigration Act because of legislators' fears that employers would use the other provisions of the Act to discriminate against anyone "foreign-looking." (PS)

Posselt, Nancy M.
Reading "Guernica": Making Modern Art Accessible to Students.
PUB DATE- 21 Nov 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Community College Humanities Association (San Francisco, CA, November 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Values; *Art Appreciation; Art Education; *Creative Art; Fine Arts; Humanities Instruction; Interpretive Skills; Secondary Education; *Semiotics; *Visual Arts; *Visual Literacy

The puzzling quality of modern art, in both its complexity and its simplicity, symbolizes a barrier between the student and the elite's privilege of power. Too frequently, students have been taught that art is a secret, a code to which only teachers have the key, and that there is only one correct interpretation of a work, which must be imparted by some authority. This attitude can and should be changed. One strategy is to use an approach from semiotics, the concept of intertextuality. Students begin to see that a work of art is usually more than one simple sign--it is a text, an interwoven fabric of symbols. In many works, these symbols or signs may actually be other texts, hence the concept of intertextuality. A well-known painting, Picasso's "Guernica," is given a semiotic reading. (BZ)

ED 283 779 SP 028 852

Huling-Austin, Leslie; Murphy, Sheila C.
Assessing the Impact of Teacher Induction Programs: Implications for Program Development.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Collaborative Study of Teacher Induction in Diverse Contexts.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Inservice Teacher Education; *Program Development; *Program Effectiveness; *Program Evaluation; Teacher Attitudes; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

This study on induction practices analyzed data collected from collaborative research on more than 150 beginning teachers in Colorado, Kentucky, Michigan, New Mexico, North Carolina, Oregon, Texas, and West Virginia. This paper documents and describes the organization, structure and activities of eight induction programs; identifies and discusses similarities and differences of specific induction practices across sites; reports what beginning teachers perceive to be the effects of these practices on their teaching and professional development; identifies those areas related to teacher induction that beginning teachers nominate as needing additional attention; and examines and discusses the implications of these findings for future program development. Background information on the collaborative study and a list of the research questions used in the study are presented. Following an analysis of the study findings, the paper concludes with a section discussing the program development implications derived from the findings and proposing a new model for developing induction programs. Charts and references are included. (JD)

ED 283 794 SP 028 979

Porter, Andrew C.
Collaborating with Teachers on Research: Pioneering Efforts at the Institute for Research on Teaching. Occasional Paper No. 105.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 30p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- *Action Research; College Faculty; *College School Cooperation; *Educational Research; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Program Costs; *Program Development; Research and Development; Researchers; Secondary School Teachers

This paper reports on the characteristics of one specific form of collaborative research: that was developed by faculty from research institutions of higher education collaborating with teachers in K-12 schools on the conduct of research on teaching. Eighteen teachers have participated in this research with faculty from Michigan State University under the direction of the Institute for Research on Teaching (IRT). Typically, teachers teach in the morning and are with IRT in the afternoon. Research time is paid for by the IRT to the school district, including benefits. The contributions teachers make to a research program change and improve as they become familiar with research agendas and requirements. Teachers have defined research programs in the areas of: (1) classroom strategies; (2) integrating the teaching of language arts into the teaching of other subjects; (3) the design of empirical investigations; (4) the staying power of changes in teaching practice; and (5) replication of work across many school settings. A description is given of how the teachers and faculty members work together and their perceptions of the benefits of the work. The costs of collaborative research, both institutional and personal, are also discussed. Brief descriptions are given of alternative forms of collaborative arrangements to illustrate the concept's breadth and potential power. (JD)

ED 283 827 TM 870 295

Knapp, Deirdre J.; Pliske, Rebecca M.

Preliminary Report on a National Cross-Validation of the Computerized Adaptive Screening Test (CAST).

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

REPORT NO.- ARI-RR-1430
PUB DATE- Aug 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Adults; *Aptitude Tests; Comparative Testing; *Computer Assisted Testing; Enlisted Personnel; Occupational Tests; Postsecondary Education; *Predictive Validity; Recruitment; Test Format; *Test Validity
IDENTIFIERS- *Armed Forces Qualification Test; Armed Services Vocational Aptitude Battery; Army; *Computerized Adaptive Screening Test; Enlistment Screening Test; Paper and Pencil Tests

A study was conducted to validate the Army's Computerized Adaptive Screening Test (CAST), using data from 2,240 applicants from 60 army recruiting stations across the nation. CAST is a computer-assisted adaptive test used to predict performance on the Armed Forces Qualification Test (AFQT). AFQT scores are computed by adding four subtest scores of the Armed Services Vocational Aptitude Battery (ASVAB): word knowledge, arithmetic reasoning, paragraph comprehension, and half of the numerical operations subtest. The validity of CAST's paper-and-pencil counterpart, the Enlistment Screening Test (EST), was also examined in this study, using a smaller sample of 688 applicants. Analyses indicated that both CAST and EST were good predictors of AFQT performance; correlations with AFQT scores were .82 and .79, respectively. CAST scores accounted for 67 percent of AFQT validity and EST, 62 percent. Results also indicated that optimal efficiency was achieved with a CAST test length of 10 word knowledge items and 5 arithmetic reasoning items. Administration of the current CAST required 12 minutes. Small race and sex differences existed. Additional research was recommended in order to provide cutoff guidelines for recruiters in advising applicants on their predicted ASVAB success. (GDC)

ED 283 853 TM 870 373

Simons, P. R. J.

Individual Differences in the Self-Regulation of Learning, Emerging from Thinking Aloud Protocols.

PUB DATE- Apr 87

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Correlation; *Individual Differences; *Learning Processes; *Learning Strategies; Metacognition; *Protocol Analysis; Reading Comprehension; Secondary Education; *Self Control; Training Methods; Transfer of Training; Word Problems (Mathematics)

IDENTIFIERS- *Self Regulation

Underlying the research reported in this paper is a theoretical framework which defines the self-regulation of learning as the number and kinds of teaching tasks students perform themselves. Three studies are presented on individual differences in regulation-processes emerging from thinking aloud protocols. Protocols of good and weaker performing subjects were compared and related to test scores (impulsivity, intelligence, etc.). Furthermore, students were trained to change their regulation-processes. Training programs consisted of a combination of awareness-training and regulation-training. The subjects were 14, 10 and 6 students from a normal secondary school and two special secondary schools (for children with learning problems), respectively. The results showed some relations between process-differences such as the quality and quantity of testing-processes, the breadth of orientation, on-line regulation and mind-orientation on the one hand and performance on the other hand. There were also influences of task difficulty on the process-data. Training appeared to be effective for only some of the students. Transfer effects failed to show up. (Author/BAE)

ED 283 811 SP 029 011

Pearce, Judy A.; Loyd, Brenda H.

Differences in Teacher Behavior by Amount of Teacher Experience.

PUB DATE- Apr 87

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Beginning Teachers; *Classroom Techniques; Elementary Secondary Education; Student Behavior; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; *Teacher Response; Teacher Student Relationship; *Teaching Experience

This study examined 665 elementary and secondary teachers with different levels of experience to discover differences and similarities in selected teaching behaviors. Of the 57 behaviors, 16 were clustered into teacher response to student response to a question or to a student initiation. Sixteen related to teacher response to inattentive or disruptive student behavior. The remaining 25 were considered general teacher behaviors. Each teacher's classroom was observed by a single observer who recorded the behavior of the teacher and certain student behaviors during timed three-minute periods. The results of the study suggest that teacher behavior does differ for teachers with different levels of experience. The primary difference between novice and experienced teachers was less the type of behavior exhibited than the number of behaviors and the degree to which they were demonstrated. It is suggested that beginning teachers have not yet developed the routine or systematic approaches to instruction and classroom management that appear to characterize experienced teachers. The 57 behaviors observed are listed in Table 1 and described in the appendix. (JD)

ED 283 840 TM 870 352

Duran, Richard P.; And Others

Construct Validity of the GRE Analytical Test: A Resource Document.

Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.

SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-87-11; GREB-PR-81-6P
PUB DATE- Apr 87
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Academic Achievement; *Cognitive Ability; *Cognitive Processes; *Cognitive Tests; College Entrance Examinations; *Construct Validity; Critical Thinking; Educational Research; Graduate Study; Higher Education; *Language Skills; Literature Reviews; Logical Thinking; Measurement Techniques; Problem Solving; Psychometrics
IDENTIFIERS- *Analytical Tests; *Graduate Record Examinations

This study planned further research aimed at understanding how the current version of the Graduate Record Examinations (GRE) analytical measure reflects cognitive skills that are important to success in graduate education. Several activities were completed, including selective literature reviews of: (1) cognitive and psychometric research on reasoning; and (2) more general educational research on the role of reasoning in higher education. The two item types included in the current test (analytical reasoning and logical reasoning) were analyzed to determine more precisely the kinds of basic skills that underlie their solution. Based on these activities a summary was made of the major thinking and language skills that seem to be required for successful performance on the test. Two major conclusions were reached: (1) although there is a considerable body of research on reasoning, thinking, and problem solving, there are few well-developed models or theories to guide the measurement of analytical ability; and (2) although reasoning, critical thinking, and other such processes are assumed to be requirements of successful academic performance, there is little documentation of the specific involvement of these skills in graduate education. Based on these general conclusions and other more specific findings, further work has been planned. A 10-page bibliography follows the report. A simulated solution process for one analytical reasoning item is appended. (Author/JAZ)

ED 283 866 TM 870 391

Hambleton, Ronald K.; And Others
Optimal Item Selection with Credentialing Examinations.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Validity; Cutting Scores; Difficulty Level; Higher Education; *Item Analysis; *Latent Trait Theory; Mastery Tests; Statistical Studies; *Student Certification; *Test Construction; Test Items; *Test Length
IDENTIFIERS- LOGIST Computer Program

The study compared two promising item response theory (IRT) item-selection methods, optimal and content-optimal, with two non-IRT item selection methods, random and classical, for use in fixed-length certification exams. The four methods were used to construct 20-item exams from a pool of approximately 250 items taken from a 1985 certification exam in a health field. Mastery status on the criterion test was determined for candidates by administering the full item pool. For the two IRT methods, separate test versions represented cutoff scores of 65%, 70%, and 75%. Results compared: (1) overlap in items selected; (2) exam information curves; (3) accuracy of decisions resulting from use of the exams. Optimal exams typically provided three to four times more information near the cutoff scores than exams constructed by the random method. The content-optimal method performed nearly as well as the optimal method. These results support the possibility of shortening conventionally constructed credentialing exams without losing decision accuracy. For a pre-specified exam length, optimal item selection can improve decision accuracy over non-optimal methods. (LPG)

ED 283 894 UD 025 387

Goodis, Tracy Ann

A Layman's Guide to 1986 U.S. Immigration Reform. Policy Discussion Paper.

Urban Inst., Washington, D.C.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Foundation, Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
REPORT NO.- PDS-86-4
PUB DATE- Dec 86
NOTE- 20p.; For related documents, see UD 025 388 and ED 281 934-935. Part of The Urban Institute's larger project, Study of the Impacts of Immigration in California.
AVAILABLE FROM- Library/Information Clearinghouse, The Urban Institute, 2100 M Street, NW, Washington, DC 20037 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Acculturation; Agricultural Laborers; *Federal Legislation; Foreign Nationals; *Immigrants; *Public Policy
IDENTIFIERS- *Immigration Legislation

New immigration legislation imposes civil and criminal penalties on employers who knowingly hire undocumented workers, and requires employers to verify the legal status of every new hire. The law also extends amnesty to possibly millions of undocumented immigrants who entered the United States prior to 1982. In addition, undocumented immigrants who have worked in the United States perishable agriculture for at least 90 days between May 1, 1985 and May 1, 1986 will be granted legal status under the newly established seasonal agricultural worker program. This program also provides agricultural employers with access to "replenishment workers" if a worker shortage develops in perishable commodities. Replenishment workers will be granted temporary resident status, but must remain in agricultural jobs for at least three years to avoid deportation. Additional funding is authorized for the Immigration and Naturalization Service (INS) to carry out the additional responsibilities imposed by the new law. Effective control of illegal immigration will depend largely on enforcement, a burden which will rest on employers. Millions of new immigrant members of American society will require incorporation into the mainstream. (Author/LHW)

ED 283 908 UD 025 594

Rollock, David; Haynes, Norris M.
The Self-Assessment Questionnaire: Contributors to Minority Student Academic Performance.
PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, Washington, DC, August, 1986). For related document, see UD 025 595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Affective Measures; Black Students; High Schools; Hispanic Americans; *Performance Factors; *Questionnaires; Self Concept Measures; *Self Evaluation (Individuals); Student Attitudes; Study Skills; Urban Education
IDENTIFIERS- *Self Assessment Questionnaire

The Self-Assessment Questionnaire (SAQ) was developed to evaluate the study and learning behavior of urban Black and Hispanic students in ways not measured by existing study skills instruments. The instrument attempts to deal effectively with "non-intellectual" factors identified previously as having an impact on study and learning behavior. In a preliminary stage, the SAQ consisted of 140 5-point Likert scale items. Of these, 76 were devoted to Task Skills, 41 to Cognitions, and 23 to Affect. This version of the SAQ was administered to 681 Black and Hispanic freshmen in two New York City and one New Haven, Connecticut high school. Then, the item set was reduced by selecting out items correlated with criterion and validity measures, the remaining items were factor analyzed to develop scales, and, finally, an independent subsample was taken to test the predictive power of the scales derived through factor analysis. Overall, the questionnaire showed that some meaningful non-intellective, non-skill contributors to minority student academic performance can be empirically identified. These data suggest three avenues for further research: (1) given the surprising strength of non-intellective factors, discouragement with school and the evaluation of the school self are areas deserving more attention; (2) approaches to developing alternative instrumentation in this area must proceed carefully in the use of validity criteria; and (3) assessment of items which can discriminate between the mid-range performers and high- and low-level performers would also be of great importance. (KH)

ED 283 921 UD 025 609

Bingham, Richard D.; And Others
The Homeless in Contemporary Society.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
REPORT NO.- ISBN-0-8039-2888-2
PUB DATE- Jun 87
NOTE- 276p.; Published in cooperation with the Urban Research Center University of Wisconsin--Milwaukee.
GRANT- H-5771SG
AVAILABLE FROM- SAGE Publications, Inc., 2111 West Hillcrest Drive, Newbury Park, CA 91320 (Hard cover--ISBN-0-8039-2888-2, $29.95; paperback--ISBN-0-8039-2889-0, $14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Family Problems; Federal Aid; *Government Role; Health Needs; *Homeless People; *Housing Needs; Poverty; *Public Policy; Social Services; State Aid; Urban Problems

This book consists of 15 chapters on understanding and helping the homeless. The first seven chapters present the "new" homeless in historical context and describe this population and its situation. The remaining eight chapters discuss policy and program options of the government and other organizations in attempting to alleviate the problems of the homeless. Chapter titles (and their authors) are the following: (1) "A Brief History of the Homeless Problem in the United States" (Charles Hoch); (2) "Who Are the Homeless and How Many Are There?" (Kathleen Peroff); (3) "The New Homeless: A National Perspective" (Mary E. Stefl); (4) "Homeless Veterans: An Emerging Problem?" (Marjorie J. Robertson); (5) "Homeless Women and Children" (Patricia A. Sullivan and Shirley P. Damrosch); (6) "The Situation of Homelessness" (Rene I. Jahiel); (7) "Homelessness: A Housing Problem?" (Michael S. Carliner); (8) "The Role of Religion and Nonprofit Organizations in Combating Homelessness" (Mary Anderson Cooper); (9) "The National Health Care for the Homeless Program" (James D. Wright); (10) "Los Angeles: Innovative Local Approaches" (Allan David Heskin); (11) "Portland, Oregon: A Comprehensive Approach" (Marsha Ritzdorf and Sumner M. Sharpe); (12) "The State Role; New York State's Approach to Homelessness" (Mario M. Cuomo); (13) "The Federal Role in Aiding the Homeless" (June Q. Koch); (14) "Third World Solutions to the Homelessness Problem" (Leland S. Burns); (15) "Homelessness: An American Problem?" (Rudolph H. Knight). Notes on authors are included. (KH)

ED 283 766 SO 018 299

English, Raymond
A Case for Real Core Curriculum in Secondary Social Studies.
Ethics and Public Policy Center, Washington, DC.
PUB DATE- Jun 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Logan, UT, June 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comprehensive Programs; *Core Curriculum; Course Content; *Curriculum Design; *Curriculum Development; Elective Courses; Geography; High Schools; Instructional Development; *Minicourses; Relevance (Education); Secondary School Curriculum; Social Sciences; *Social Studies; United States Government (Course); United States History

The U.S. public high school should return to a core curriculum which is defined as a broad consensus on the basic information and skills to which most young students should have been exposed by the time they graduate from high school. The duty of educators is to teach the skills and general information that enable educated persons to continue learning: In a high technology society these skills would include: knowledge of science; reading and language skill; interpreting maps, charts, graphs and diagrams; locating information, and analytic or evaluative skills. These abilities and skills are acquired over the years through core courses carefully planned to ensure sequence, necessary repetition, and steady expansion of knowledge. History and literature must be included as they are the exemplars for common values and standards of behavior. The social studies curriculum should emphasize history (national and world), geography, and U.S. government. The return to a core curriculum would eliminate the proliferation of short courses which may be more concerned with influencing students' attitudes and behavior than with conveying knowledge and skills. Educators teaching core courses will be able to incorporate the problem-oriented short courses into their subjects while giving the students a broader understanding of the issues. (SM)

ED 283 795 SP 028 980

Porter, Andrew; Brophy, Jere E.
Good Teaching: Insights from the Work of the Institute for Research on Teaching. Occasional Paper No. 114.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

PUB DATE- Jun 87
NOTE- 34p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Techniques; Educational Research; Elementary Secondary Education; *Instructional Effectiveness; *Research Utilization; Student Needs; *Teacher Effectiveness; *Teaching Skills

This document draws on findings from the past decade of research on teaching, particularly on findings developed at the Institute for Research on Teaching, in order to present a model of what good teaching is, a better understanding of why it is difficult, and some hypotheses about how its frequency can be increased. Good teaching is depicted as thoughtful practice, reflecting professional knowledge featuring alignment among students' needs, curriculum goals, and instructional practices. It is noted that such ideal teaching appears to occur rarely in practice. Some reasons for this occurrence are discussed. Speculation is offered about how much improvement in the current situation can be expected as the knowledge base available to inform professional practice expands. References are included. A four-page list of references is included. (JD)

ED 283 812 SP 029 013

Ellis, Nancy
Collaborative Interaction as Support for Teacher Change.
PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of American Educational Research Association (San Francisco, CA, April 16-22, 1986).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Feedback; *Instructional Innovation; *Interaction Process Analysis; Peer Relationship; *Program Implementation; Small Group Instruction; *Teacher Behavior; Teacher Student Relationship

This study examined the specific factors that help teachers learn to implement innovations requiring non-routine teacher behaviors. Questions focused on the type of support teachers must have in order to make changes in their instructional approach. Thirteen teachers in the San Francisco area were observed as they attempted to teach the same innovative program of instruction that required multiple, heterogeneous student groupings and a variety of materials. All classrooms contained a large percentage of Spanish-speaking and bilingual students, and in addition, several classrooms contained children who were recent immigrants from Asian countries. The program required teahers to learn a wide range of new behaviors and to work with students in small groups. It was hypothesized that teachers would depend to a large extent on lateral communications between teachers and their assistants and others, and the quality of feedback received from consultants and supervisors. On a Management Systems Checklist, the teachers were asked to check routine and non-routine topics they discussed with their classroom assistants. School and district-level supportive supervisors were trained to observe teachers and to give feedback consistent with that given by the consultants. Data on teacher behaviors were based on observations by trained researchers. An analysis of resulting data indicated that after presenting an innovative instructional model and theory to teachers, staff developers should provide training that includes focused observations and targeted feedback. (JD)

ED 283 828 TM 870 296

Keefe, James W.
The Purpose and Significance of the NASSP Learning Style Profile.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Cognitive Tests; Learning Processes; *Learning Strategies; Secondary Education; *Test Construction
IDENTIFIERS- *Learning Style Profile (NASSP)

A cognitive processing model was adopted by the task force developing the National Association of Secondary School Principals' (NASSP) Learning Style Profile (LSP). The LSP contains 23 independent scales representing four higher order factors: cognitive skills; perceptual responses; study preferences; and instructional preferences. The subscales are: (1) analytic skill; (2) spatial skill; (3) discrimination skill; (4) categorizing skill; (5) sequential processing skill; (6) memory skill; (7) visual perceptual response; (8) auditory perceptual response; (9) emotive perceptual response; (10) persistence orientation; (11) verbal risk orientation; (12) verbal spatial preference; (13) manipulative preference; (14-17) study time preference (early morning, late morning, afternoon, or evening); (18) grouping preference; (19) posture preference; (20) mobility preference; (21) sound preference; (22) lighting preference; and (23) temperature preference. Students' results on the LSP should be useful in determining the type of instruction which is most beneficial for each individual. (GDC)

Miller, Arden; And Others
Gifted and Talented Program Evaluation: A Multiattribute Utility Approach. Evaluation Report for Elliott County School Corporation, Morgan County School Corporation, Rowan County School Corporation.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 30 Dec 85
NOTE- 102p.; Portions of this report were presented to the Society for Research in Child Development (Baltimore, MD, April 24, 1987).

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *County Programs; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Gifted; Interviews; *Objectives; Parent Participation; Program Attitudes; *Program Evaluation; Questionnaires; Staff Development; Student Attitudes; *Talent
IDENTIFIERS- Kentucky (Elliott County); Kentucky (Morgan County); Kentucky (Rowan County); *Multiattribute Utility Models; *Program Objectives

A consortium of Elliott , Rowan, and Morgan Counties (Kentucky) received a grant from the Kentucky Department of Education to demonstrate methods by which existing and future gifted and talented programs may be evaluated. A Multiattribute Utility Model was adopted, because the model avoids the pitfalls of an experimental method while providing decision makers with the information necessary to increase the impact these programs will have on gifted students and the community. The purpose of this project was to provide the basis by which continuous, systematic evaluation may become part of the Gifted and Talented Program. This method of program evaluation involves five steps: (1) identifying program goals; (2) weighting program goals; (3) soliciting prior estimates of goal attainment; (4) measuring goal attainment of evaluated goals, including identification, availability, adequacy of staffing, adequacy of evaluative structures, time on activities, counseling, cognitive objectives, affective objectives, creativity objectives, non-participant perceptions and accelerated course credits; and (5) computing the final utility. Five tables and seven figures summarize evaluation data from the three counties. This evaluation project is a step in establishing an ongoing evaluation program in these three counties. The significance of the project is limited if the participants fail to use these results as a stepping stone to an ongoing evaluation system. Fourteen appendices include the instruments used in the evaluation. (BAE)

ED 283 881 TM 870 421

Grayson, Dolores A.
Evaluating the Impact of the Gender Expectations and Student
Achievement (GESA) Program.
PUB DATE- 24 Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Washington, DC, April 20-24,
1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education;
Expectation; *Inservice Teacher Education; Program Evaluation;
*Program Validation; School Surveys; Sex Differences; *Sex
Fairness; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Gender

Expectations Student Achievement Program; *Teacher Expectations;
Teacher Self Assessment of Non Sexist Behaviors

This paper describes the extent to which the Gender Expectations and Student Achievement (GESA) program has been disseminated at the national level, reports the findings of a validation study conducted in a California school district, and shares recommendations for further study and future plans. GESA was designed to reduce the disparity in the treatment received by boys and girls in the classroom and to improve curriculum, materials, and the learning environment to enhance student achievement for both sexes. Teachers' frequency of interactions with students, sex stereotyping, and stereotypical interactions were observed. GESA was developed in Los Angeles County (California) and has been well-received in other areas of the United States. A total of 537 facilitators, representing 31 states and four countries, have participated in the three-day training program. The validation study was conducted in the San Diego (California) Unified School District. Although achievement data were limited, both teachers and students indicated benefits from participating in GESA. (GDC)

ED 283 780 SP 028 853

Murphy, Sheila C.; Huling-Austin, Leslie
The Impact of Context on the Classroom Lives of Beginning Teachers.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Community Attitudes; *Community Characteristics; Community Influence; Elementary Secondary Education; *Program Development; School Community Relationship; *Teacher Attitudes; Teacher Orientation; *Teaching Conditions
IDENTIFIERS- *Beginning Teacher Induction

Based on previous research on the influence of community context on the needs and concerns of first year teachers and on the implementation of induction program components, this study sought to determine the effects of the community context on the lives of beginning teachers as related to their teaching experience in the classroom. Data were analyzed from studies of 53 beginning teachers located in six sites with a wide range of contextual characteristics. (Community variables included urban versus rural, socioeconomic status ranges of students, and per pupil expenditures.) The sites were in Illinois, Kentucky, North Carolina, Oregon, Texas, and West Virginia. Three subjects from each site (N=18) supplied additional information via interviews conducted at the beginning of the school year and after the winter break. The interview questions focused on what characteristic of the school or community made teaching particularly easy or difficult and in what ways teaching and students had been similar to or different from individual expectations. Findings offer profiles of the communities where the beginning teachers work, an understanding of the teachers, and evidence of the impact of community context on the teachers' classroom lives. Background information on the 53 teachers is presented in tables and references are included. (JD)

ED 283 841 TM 870 354

Winfield, Linda F.
The Relationship Between Minimum Competency Testing Programs and Students' Reading Proficiency: Implications from the 1983-84 National Assessment of Educational Progress in Reading and Writing.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-87-15
PUB DATE- Mar 87
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; Community Characteristics; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; *Institutional Characteristics; *Minimum Competency Testing; Multiple Regression Analysis; *Program Effectiveness; Racial Differences; *Reading Achievement; School Effectiveness; *State Programs; Student Characteristics; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

The two exploratory studies presented in this research report used multilevel data obtained in the 1983-84 National Assessment of Education Progress (NAEP) to investigate the relationship between minimum competency testing (MCT) programs and student reading proficiency. A "school effects" paradigm was used in Study 1 to assess the effect of a school-level MCT program after adjusting for students' age, sex, region of the country, family background, school-level composition, socioeconomic status, students' academic behaviors, school-level remedial program, and instructional dollars per pupil. Within-race/ethnic group analyses were conducted to investigate whether or not the effect of MCT programs on reading proficiency was similar for each race/ethnic group. The second study examined the relationship between the type of state testing program and reading proficiency for each grade cohort after adjusting for students' age, sex, district and school-level SES variables, family background, and race. These studies demonstrate the limits and potential of using NAEP data to inform public policy issues. Appendices include (1) a description of the NAEP proficiency levels; (2) the coding procedures and listing of types of MCT programs by state; (3) a description of the NAEP variable "size and type of community;" and (4) nine pages of tables containing supportive data. (Author/JAZ)

ED 283 867 TM 870 394

Gomez, Joseph J.
The Evaluation of the Management Assessment Center. Final Report.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Dec 85
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Evaluation; *Administrator Selection; *Assessment Centers (Personnel); Correlation; Elementary Secondary Education; *Evaluation Methods; Interrater Reliability; Job Performance; Personnel Selection; *Predictive Validity; Principals; Program Evaluation; *Rating Scales; *School Administration
IDENTIFIERS- *Dade County Public Schools FL

The Management Assessment Center (MAC) of the Dade County (Florida) Public Schools is a unique project, employing multiple techniques to evaluate behavior for school-level administrator personnel selection. This final report of an evaluation deals primarily with issues of the validity and the utility of the MAC. To ascertain validity of the MAC, the performance of candidates was correlated with their subsequent job performance. The data analysis of the results revealed that the validity correlations were positive and statistically significant. The evaluation noted: (1) inter-rater reliability was high; (2) the validity correlations were substantially higher than those generally produced by the interview method; (3) the validity correlations compared favorably with assessment centers; and (4) there is evidence that the validity correlations are still rising. Thus, it was concluded that the MAC does predict job performance. To investigate whether the resources allocated to the MAC are a worthwhile investment in the improvement of the selection process, the evaluation compared the results of the present to the former process. The results revealed that the interview MAC selection process is not superior to the interview-only process. The evaluation recommended that the minimum passing score of the MAC be raised to improve the effectiveness of the existing process. An appendix includes the M/R Rating Instrument. (BAE)

ED 283 895 UD 025 388

Goodis, Tracy Ann

Adaptation Processes of Recent Immigrants to the United States: A Review of the Demographic and Social Aspects. Policy Discussion Paper.

Urban Inst., Washington, D.C.

SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Foundation, Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.

REPORT NO.- PDS-86-3

PUB DATE- Dec 86

NOTE- 52p.; For related documents, see UD 025 387 and ED 281 934-935. Part of The Urban Institute's larger project, Study of the Impacts of Immigration in California.

AVAILABLE FROM- Library/Information Clearinghouse, The Urban Institute, 2100 M Street, NW, Washington, D.C. 20037 ($7.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Acculturation; *Adjustment (to Environment); *Demography; Foreign Nationals; *Immigrants; Population Trends; *Public Policy

IDENTIFIERS- *Immigration Legislation

This paper reviews the recent literature on the demographic and social aspects of immigrant adaptation. Demographic information includes age and family structure, fertility behavior, intermarriage, and residential segregation. Social dimensions refer to native-language retention, English-language acquisition, and educational attainment. Most studies conclude that there are few significant differences between the grandchildren of immigrants and the native population in the United States overall. For example, for third-generation Mexican-American women, current fertility converges to the levels for non-Hispanic White women. Also, English fluency among Hispanics and Asians increases dramatically for subsequent native-born generations, and in some cases the transition from an immigrant's native language to English is complete by the third generation. For the Japanese, English fluency increases from one-fifth among the immigrant generation to 100 percent for third-generation Japanese-Americans. There is also evidence that success of the immigrant generation in adjusting to life in this country increases with length of residence. (Author/LHW)

ED 283 767 SO 018 303

Hartoonian, H. Michael
National Consciousness in a Global Community.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Policy; *Global Approach; *International Cooperation; *International Relations; *Nationalism; Political Attitudes; Social Sciences; Social Studies; United States Government (Course); World Affairs; World Problems

This paper presents the argument that in order for democracy and the free enterprise system to continue to thrive, U.S. citizens must overcome the boundaries imposed by a national consciousness and develop a truly international perspective. The study of American history reveals a loyalty to and a concern for the ideals expressed in the Declaration of Independence. To many citizens who believe in these ideals, loyalty has come to have less to do with territory and more to do with consistency with an ethical framework based upon these ideals. Loyalty, which is at the base of national consciousness, is thus understood as a function of consistency with a belief system rooted in the best of human character. Moreover, loyalty is withheld from anyone or any state falling outside of or inconsistent with this value system or ethical framework. If a development of mind beyond nationalism were to take place, it would be toward a conception of the globe. Democratic forms of economic and political organizations are most appropriate to lead the development of an international ethical framework because of the world distribution of wealth and power. "Self interest," properly understood, means caring for the community in which we live, which can be expanded to mean the earth. International stewardship or the care of the global community is necessary if good economic and political systems are to develop and endure. (SM)

ED 283 796 SP 028 988

Higgs, Catriona T.; Weiller, Karen H.
The Aggressive Male versus the Passive Female: An Analysis of Differentials in Role Portrayal.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Advertising; *Attitude Change; *Females; *Mass Media Effects; Role Perception; *Sex Role; *Sex Stereotypes; Social Attitudes; *Womens Athletics

This study examined the role of women as portrayed in the mass media, focusing on the depiction of women in the traditionally passive role as compared with men in the traditionally aggressive role. The analysis of media coverage was highlighted by the examination of women and men in magazines, billboards, television, and newspapers between January 1986 and March 1987, in an effort to explore their influence in shaping sex role stereotyping. Particular emphasis was placed on the coverage of women's and men's

athletic events. Findings indicated that the media reinforces the myth of women's passivity and place in society, and it is suggested that to bring about societal attitude changes, the media must present women in more non-traditional and non-stereotypical ways. (JD)

ED 283 829 TM 870 306

Duran, Richard P.; And Others
GRE Verbal Analogy Items: Examinee Reasoning on Items.
Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.

SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-87-5; GREB-PR-82-20P
PUB DATE- Feb 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Cognitive Ability; *Cognitive Processes; College Entrance Examinations; Difficulty Level; Graduate Study; High Achievement; Higher Education; Low Achievement; Problem Solving; *Protocol Analysis; Test Construction; *Test Items; Test Wiseness; *Verbal Tests; Vocabulary
IDENTIFIERS- *Analogies; *Graduate Record Examinations

Information about how Graduate Record Examination (GRE) examinees solve verbal analogy problems was obtained in this study through protocol analysis. High- and low-ability subjects who had recently taken the GRE General Test were asked to "think aloud" as they worked through eight analogy items. These items varied factorially on the dimensions of vocabulary difficulty (easy vs. difficult), relationship difficulty (easy vs. difficult), and stem-key correspondence (independent vs. overlapping). A scoring system was developed that included three phases: (1) a cognitive process analysis; (2) a global description of the subjects' strategies; and (3) an evaluation of their performance. It was found that vocabulary and correspondence tended to have multiple effects on how subjects solved analogies and affected whether they solved them correctly. On the other hand, relationship difficulty tended to affect whether or not subjects achieved correct solutions but not how they attained solutions. As expected, high-ability subjects tended to use higher-level or more sophisticated strategies more often than low-ability subjects. However, the use of higher-level strategies was common for both groups of subjects. The results are compared with those reported in the cognitive science literature. In addition, the implication of these results for test development and the usefulness of the protocol methodology are discussed. (Author/JAZ)

ED 283 882 TM 870 422

Yager, Geoffrey G.; And Others
Evaluations of Videotaped Counselors on a Variety of Counselor Assessment Scales.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Competence; *Concurrent Validity; *Construct Validity; Correlation; *Counselor Evaluation; Credibility; Higher Education; Interpersonal Attraction; Multitrait Multimethod Techniques; Multivariate Analysis; *Rating Scales; School Counselors; *Social Influences; Undergraduate Students; *Videotape Recordings
IDENTIFIERS- (Ivey and Authier); Barrett Lennard Relationship Inventory; Counselor Effectiveness Rating Scale; Counselor Effectiveness Scale; Counselor Evaluation Inventory; Counselor Rating Form

Concurrent and construct validity of six instruments designed to assess counselor effectiveness was studied. Participants included 139, male and female, undergraduate general studies and education majors. Consistent with social influence theory, four videotaped counselor role conditions (non-expert, not-attractive, non-trustworthy, and not-deficient) were created. Participants were randomly assigned to view one of the four counseling roles and to rate the counselor on each of six commonly-used counselor effectiveness instruments, three drawn from social influence theory and three from other theoretical viewpoints. High concurrent validity was found for social influence instruments, however high discriminant validity coefficients between the expertness, attractiveness, and trustworthiness subscales indicates that these subscales may not measure distinct constructs. Also, considerable construct overlap was found between social influence and comparison instruments. Social influence instruments discriminated between the counselor role conditions as might be expected based on social influence theory. Implications for measurement of counselor effectiveness were discussed. (Author)

ED 283 909 UD 025 595

Haynes, Norris M.
Review of the Perspectives Underlying Study Skills Research with Special Emphasis on Three Motivational Dimensions: Self-Esteem, Performance Attribution and Anxiety. A Rationale for the Self-Assessment Questionnaire (SAQ).

PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, Washington, DC, August 22-26, 1986). For related document, see UD 025 594.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Affective Measures; Black Students; High Schools; *Performance Factors; *Questionnaires; Self Concept Measures; Self Esteem; *Self Evaluation (Individuals); Student Attitudes; *Study Skills
IDENTIFIERS- *Self Assessment Questionnaire

Study skills research has progressed within the past ten years from primary concern with overt and observable study behaviors to an examination of cognitive and motivational processes underlying student learning and achievement outcomes. However, there is still need for a more comprehensive approach which integrates the behavioral, cognitive and motivational perspectives. The importance of students' feelings in motivating behavior cannot be ignored, but as yet no instrument has integrated the question of students' emotional involvement in what they are studying. A group of educational psychologists has been developing the Self-Assessment Questionnaire (SAQ), which would be a complete study instrument, one that includes motivational as well as behavioral and cognitive dimensions. The SAQ avoids use of the words "skill" and "study" because these terms suggest something that is readily observed. The SAQ has been tested on a sample of black students and is intended to assess values especially important among blacks, including self-esteem, performance attribution, and anxiety. (KH)

ED 283 922 UD 025 610

Coleman, James M.
Recommendations and Concerns Pertaining to Strategies for Improving Student Attendance and Reducing the Dropout Rate.
Cleveland Public Schools, Ohio.
PUB DATE- Aug 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; *Attendance; Compensatory Education; *Dropout Prevention; *Educational Opportunities; *High Risk Students; Remedial Instruction; School Holding Power; Secondary Education; Truancy; Urban Schools
IDENTIFIERS- *Cleveland Public Schools OH

This paper summarizes reports of various Ohio committees and offices that have studied attendance and dropout problems and have developed strategies and recommendations for dealing with them. Those strategies and recommendations are provided along with the following: (1) a statement of the problem and its scope; (2) a list of roles and responsibilities for every level in the school system; and (3) findings of the Attendance Issues Study. Along with the report summaries, the following five recommendations are made for the Cleveland Public Schools: (1) a staff person should be designated to provide leadership and coordination to the District's dropout prevention efforts; (2) Project Perform, designed to create a school environment conducive to learning and teaching, should be expanded and made available to those schools whose faculties make the commitment to participate in the program; (3) viable attendance services to communicate with the families of truants should be restored in the District; (4) an alternative secondary school should be established for at risk students; and (5) the Transition Program, which eases students' transition to junior high school, should be restored. (PS)

ED 283 813 SP 029 016

McNeil, Mary E.; Agne, Russell M.
A Faculty Feedback System for the Supervision of Interns.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Feedback; *Field Experience Programs; Higher Education; Internship Programs; *Positive Reinforcement; *Practicum Supervision; Program Effectiveness; *Student Teacher Supervisors

The supervision of interns in field settings has traditionally posed problems for university faculty members. While most professors would agree that supervision of interns is important, it is generally viewed as an add-on to an already full complement of responsibilities. The present study was designed to examine the effects of a faculty feedback system on the supervision of interns. It would appear that several key elements that proved successful in this instance could be adapted by faculty at other universities. A sample of a supervisor's visit report form used by faculty to provide feedback is attached. (Author/JD)

ED 283 855 TM 870 377

Atman, Kathryn S.; Romano, Patricia R.
Conation, Goal Accomplishment Style and Wholistic Education.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Goal Orientation; Higher Education; *Holistic Approach; Individual Characteristics; Locus of Control; Metacognition; *Problem Solving; Pupil Personnel Services; *Self Evaluation (Individuals)
IDENTIFIERS- *Conation; Myers Briggs Type Indicator; Orientation Inventory; Rotter Internal External Locus of Control Scale; *Self Report Measures

Conation is a domain of behavior or mental processes associated with goal directed action. Wholistic education stresses an integrated approach to an individual's learning process; thus, consideration of the integration of the four domains (cognitive, affective, psychomotor and conative) can find a receptive niche among educators who seek to facilitate personal growth for learners. The Conation Cycle provides a means of examining the steps that occur between setting a goal and the achievement of that goal. Four instruments were used in the examination of personality attributes related to goal accomplishment capability: the Goal Orientation Index, the Myers-Briggs Type Indicator, the Rotter Locus of Control (I/E) Scale and the Bass Orientation Inventory. Data from two studies involving Pennsylvania pupil serivces administrators and industrial engineering students at West Virginia University suggest that: (1) personal information from inventories enables an individual to make decisions concerning his/her personal or professonal development; (2) correlation data can be used to tailor individualized prescription for self-monitored behavior change; and (3) development of metacognitive and intrapersonal skills is a necessary element in the wholistic development of individuals. Conation provides a theoretical framework which brings together the mind/body/values foci of wholistic education. (BAE)

ED 283 868 TM 870 396

Gonzalez-Tamayo, Eulogio
The Golden Rule Agreement is Psychometrically Defensible.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Variance; Content Validity; Difficulty Level; Item Analysis; *Licensing Examinations (Professions); Predictive Validity; Racial Differences; *Test Bias; *Test Construction; Test Items; Test Reliability; *Test Theory
IDENTIFIERS- *Golden Rule (Testing)

The agreement between the Educational Testing Service (ETS) and the Golden Rule Insurance Company of Illinois is interpreted as setting the general principles on which items must be selected to be included in a licensure test. These principles put a limit to the difficulty level of any item, and they also limit the size of the difference in difficulty between two groups for any item. Both of these principles are based on sound psychometric theory and practices. The application of these principles may reduce the true differences in ability in order to eliminate bias; in the present state of psychological measurement it is not possible to eliminate all bias in the test and detect all true differences in ability between two groups if the test is biased. The internal consistency of the test is positively related to the amount of bias in the test. Predictive validity, the most important consideration in any licensure test, increases with the elimination of items with aberrant differences in difficulty between groups. Content validity is more than just content relatedness and it is not affected to a greater extent by the agreement than by any other method of item selection. (Author)

ED 283 781 SP 028 855

The American Teacher 1986. Restructuring the Teaching Profession. The Metropolitan Life Survey.

Harris (Louis) and Associates, Inc., New York, N.Y.

SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- 86
NOTE- 102p.; For previous surveys, see ED 247 230 and ED 268 076. Colored paper and ink may affect legibility, especially for the tables.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Faculty Mobility; Incentives; *Participative Decision Making; *Peer Evaluation; *Teacher Attitudes; Teacher Participation; *Teacher Shortage; *Teaching (Occupation)

This survey is based on interviews conducted between April 29 and June 30, 1986, with 1,602 teachers and 702 educational leaders. The survey analyzed teachers' and leaders' views about the structure of the teaching profession, and ways to restructure the profession. Opinions are reported on: (1) what role teachers should have in school management and the extent to which teachers actually have such a role; (2) priorities for the next round of educational reform; (3) views on several of the specific reforms currently being considered, such as career ladder programs, mentor-teacher programs, and merit pay systems; (4) how teachers evaluate proposals to increase collegiality and to reduce isolation in the workplace; and (5) teachers' evaluation of their experience with restrictions on economic mobility between districts that have traditionally existed in education and how they react to proposals that would make it easier to move from one school district to another. Numerous tables provide charts and graphs. Detailed survey methodology and two survey questionnaires are appended. (JD)

ED 283 842 TM 870 355

Mills, Craig N.; Melican, Gerald J.
A Preliminary Investigation of Three Compromise Methods for
Establishing Cut-Off Scores.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-87-14
PUB DATE- Mar 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Certification; Comparative
Analysis; *Cutting Scores; *Difficulty Level; *Judges; Knowledge
Level; Licensing Examinations (Professions); *Mastery Tests;
Statistical Distributions; Statistical Studies; *Test Items
IDENTIFIERS- Angoff Methods; *Compromise Model (Hofstee)

The study compares three methods for establishing cut-off scores that effect a compromise between absolute cut-offs based on item difficulty and relative cut-offs based on expected passing rates. Each method coordinates these two types of information differently. The Beuk method obtains judges' estimates of an absolute cut-off and an expected passing rate, and constructs a cutting line whose slope is the ratio of the absolute and relative standard deviations and which passes through the point of mean absolute/relative cut-off. The judges can be either test-oriented or examinee-oriented depending on whether they show greater agreement (small standard deviations) on the absolute or relative cut-offs. The Hofstee method draws a cutting line through two extreme points: (1) maximum cut-off, minimum failure point; and (2) minimum cut-off, maximum failure point. The DeGruijter method is similar to the Beuk method, but uses confidence estimates for the absolute and relative cut-offs to define a criterion ellipse. These methods were applied to two tests from a certification program. Judges rated item difficulty by the Angoff method and estimated a desirable passing rate. All three compromise methods brought the cut-off two points below the absolute level, in line with an acceptable passing rate. This study suggests that further research into all three of the compromise methods is needed. (LPG)

ED 283 896 UD 025 541

Socio-Economic Profiles of Selected Ethnic/Visible Minority Groups--1981 Census.

Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.

PUB DATE- Mar 86
NOTE- 77p.; For related documents, see UD 025 542-543.
AVAILABLE FROM- Communications Branch, Secretary of State Department, Ottawa, Canada K1A0M5.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; *Cultural Pluralism; Demography; Ethnic Groups; *Ethnic Origins; Foreign Countries; Immigrants; Minority Groups; Sociocultural Patterns; *Socioeconomic Status
IDENTIFIERS- *Canada

In Canada today no single ethnocultural group makes up a majority of the population. Increases in the number of immigrants, especially people from Third World nations, continue to accelerate Canada's ethnocultural heterogeneity. A new descriptive term "visible minority," is now used to describe persons who are non-white, and distinct from the British, French, Aboriginal Peoples, and other ethnics who formerly comprised the majority in Canada. In the Canadian context, "ethnics" have usually been either immigrants or the descendents of immigrants whose origins were countries other than the British Isles or France. As part of the 1981 Census, Canadians were asked to identify the ethnic or cultural group they or their ancestors belonged to before coming to Canada using the 1981 demographic and socioeconomic profiles of the following groups of Canadian residents: (1) Black and Caribbean; (2) Chinese; (3) Czech and Slovak; (4) Dutch; (5) Filipino; (6) German; (7) Greek; (8) Italian; (9) Japanese; (10) Jewish; (11) Polish; (12) Portuguese; (13) Scandinavian; (14) South Asian (Indo-Pakistani); (15) South East Asian (Indo-Chinese); (16) Ukrainian; and (17) Yugoslav. Demographic data for each group are presented separately and percentages are given comparing the groups to the entire Canadian population in terms of location, age structure, mother tongue, occupation, labor force participation, income and education. (VM)

ED 283 768 SO 018 308

Orend, Richard J.
Socialization in the Arts.
National Endowment for the Arts, Washington, D.C.
PUB DATE- 22 Apr 87
NOTE- 159p.
CONTRACT- NEA-C86-179
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Activities; *Art Appreciation; *Audience Analysis; *Audience Participation; *Fine Arts; Modeling (Psychology); *Music Education; *Socialization; Social Sciences; Social Theories; Theater Arts

Socialization is a process by which children learn the attitudes and orientations that will guide their behavior as adults. The analyses described in this report use this socialization model as a basis for describing the relationship between childhood and early adult arts-related experiences and current arts-related leisure participation. Three basic areas are analyzed using data collected in the 1982 Survey of Public Participation in the Arts (SPPA): (1) the patterns of socialization; (2) the relationship of socialization patterns to current participation in arts-related activities; and (3) the relationship of socialization patterns to the demand for increased participation in arts-related activities. The basic hypotheses of this analysis are: (1) that early arts-related experiences are related to later arts-related participation, and (2) that those individuals with a greater number of youthful experiences are more likely to have higher current participation rates. These hypotheses are supported by results which show strong positive relationships between arts-related socialization experiences and current participation. Another part of the relationship between socialization and participation is introduced by examining the characteristics of individuals who do not exhibit the prevailing pattern of socialization. Finally, demands for increased participation and barriers to increased participation are examined in light of socialization experiences. Numerous tables and figures are supplied in the text and in an appendix. (BZ)

ED 283 797 SP 028 989

Women's Health. Report of the Public Health Service Task Force on Women's Health Issues. Volume II.

Public Health Service (DHHS), Rockville, Md.

PUB DATE- May 85

NOTE- 352p.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Drug Abuse; Drug Use; Economic Factors; *Females; *Mental Health; Minority Groups; Nutrition; *Older Adults; Physical Fitness; *Physical Health; Preventive Medicine; *Social Influences; Violence

This report identifies a broad spectrum of issues affecting women's health and is divided into four sections: (1) social factors affecting women's health; (2) women's physical health and well-being; (3) health concerns of older women; and (4) issues related to alcohol, drug use and abuse, and the mental health of women. The Public Health Service Task Force responsible for the report identified critical issues through the work of ten regional meetings that provided perspectives from state, local, community, and provider representatives. Findings from these meetings are discussed and suggestions for action, a summary, a conclusion, and references are offered. Papers commissioned for the report by the Task Force are included and deal with the following issues: (1) "Alcohol and Maternal and Fetal Health" (Kenneth Warren); (2) "Arranging for Child Care: Implications for the Well-Being of Employed Mothers and Their Children" (Martha Zaslow, and others); (3) "Cancer in Women" (Harriet Page); (4) Guidelines for Avoiding Methodological and Policy-Making Biases in Gender-Related Health Research" (Jean A. Hamilton); (5) "Heart Disease in Women" (Barbara Packard); (6) "Immunizations of Special Importance to Women" (Ida M. Onorato); (7) "Nutritional Issues in Women" (Artemis P. Simopoulos); (8) "Osteoporosis" (Lawrence E. Shulman); (9) "Premenstrual Syndrome" (Miriam Davis); (10) "Smoking and Women's Health" (Thomas J. Glynn and Joseph W. Cullen); (11) "Systemic

Lupus Erythematosus" (Lawrence E. Shulman); and (12) "Special Health Concerns of Ethnic Minority Women" (Audrey Manley, and others). (JD)

ED 283 814 SP 029 017

Haberman, Martin; Uhlig, George
When Should Faculty Development Become Midcareer Change? (An Analysis of Options for Schools of Education).
PUB DATE- Jul 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Change; *Early Retirement; Economic Factors; *Faculty Development; Higher Education; Middle Aged Adults; *Midlife Transitions; Schools of Education; Teaching (Occupation)

This monograph summarizes four demographic influences for retaining faculty vitality. Since these demographic trends provide only a partial analysis, seven conclusions are presented to support the contention that faculty development is not likely to occur in most institutions. The argument over whether faculty are, or are not, like other professionals concludes with nine assertions to support the contention that faculty are more similar than dissimilar to other professionals. A review of faculty development studies is presented. Issues which are addressed include: What are model career patterns? Are there various faculty constituencies which are addressed? What do faculty themselves propose? Can a functional reward system or real faculty development be built into institutions? The monograph concludes by offering five incentives to midcareer change and early retirement. (Author)

ED 283 883 TM 870 423

Salzman, Stephanie A.

Meta-Analysis of Studies Investigating the Effects of Father Absence on Children's Cognitive Performance.

PUB DATE- Apr 87
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Age Differences; Analysis of Variance; Aptitude Tests; *Cognitive Ability; Cognitive Development; Effect Size; Elementary Secondary Education; *Fatherless Family; Grades (Scholastic); Intelligence Tests; Literature Reviews; *Meta Analysis; Multiple Regression Analysis; *Predictor Variables; Racial Differences; Sex Differences; Socioeconomic Status
IDENTIFIERS- Father Present Family

A meta-analysis was conducted of 137 studies investigating the effects of father absence due to employment, military service, death, divorce, separation, or desertion on children's cognitive performance as assessed by scores on standardized intelligence, scholastic aptitude, and academic achievement tests and school grades. Aggregation of the study findings yielded an overall average effect size of -.26 reflecting a .26 standard deviation superiority of the father-present subjects over the father-absent subjects. Study outcomes were found to differ significantly as a function of age at onset of absence, age of study subjects, and study methodological quality. Only 14% of the total variance in the reported father-absence effects was accounted for by the composite set of study characteristics suggesting that existing father-absence research provides little relevant data regarding potentially important variables. In light of these findings, suggestions are made for future father-absence research. (Author)

ED 283 910 UD 025 596

Comer, James P.; And Others

Yale Child Study Center School Development Program: Developmental History and Long Term Effects.

Yale Univ., New Haven, Conn. Child Study Center.
PUB DATE- Sep 86
NOTE- 25p.; For related documents, see UD 025 597-599.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; Cognitive Restructuring; Consultation Programs; Disadvantaged; *Educational Environment; Elementary Education; Family Problems; Intervention; *Minority Group Children; Parent Participation; Poverty; Socioeconomic Status
IDENTIFIERS- *New Haven Public Schools CT; Yale University CT

Research findings indicate that the Yale Child Study Center School Development Program (SDP) has led to consistent progress in academic achievement and school attendance from 1969 to 1984 in the New Haven (Connecticut) schools in which it has been used. This report evaluates SDP, which attempts to strengthen student academic and social skills in low income, predominantly minority schools. SDP has three components: intervention, training, and evaluation research. The program recognizes that the complex problem of inner-city, minority group schools have evolved because families of children from the lowest socioeconomic strata of society experience more stress than other families. In addition, educators are not trained to bring student development to the needed level. SDP tries to improve teaching and learning by addressing the underlying development and management issues in a school and focusing on two goals: (1) improving students' psychological adjustment and skills; and (2) improving the school climate. The intervention process consists of four components: (1) the mental health team, which provides guidance for the other three; (2) the school governance and management body; (3) the parents program; and (4) the curriculum and staff development program. This document provides a description of the SDP, including its historical evolution, intervention components and functions, training strategies and research findings. (PS)

ED 283 923 UD 025 612

Easton, John Q.; And Others

The Influences of Schooltype, Race, and Economic Background on Reading Achievement Gains.

PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, DC, April 16-20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; *Desegregation Effects; Desegregation Methods; *Economic Factors; Elementary Education; Hispanic Americans; *Magnet Schools; *Racial Factors; *Reading Achievement; School Desegregation; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This study found that schooltype does not have a significant effect on reading achievement gain. The study analyzed achievement differences over a 3-year period among White, Black and Hispanic students who attended three different types of elementary schools in the Chicago Public Schools system that have racially mixed student enrollments: desegregated schools, integrated schools, and magnet schools. Findings suggest no real difference among schooltype on reading achievement gain. Race appears to be significantly related to achievement gain only in the fourth grade cohort. Hispanic students gained at about the same rate as white students in all three cohorts. On the whole, minority students had lower gains in the desegregated schools. Group differences that are established early in school or before school diminish as students progress through school. Although groups of students who have

initial advantages retain them, no one schooltype gives any one group of students a special advantage or disadvantage. Learning opportunities appear to be equal in the schooltypes and for all students. The report includes charts and tables with statistical results and a list of references. (PS)

ED 283 830 TM 870 307

Wilson, Kenneth M.
The GRE Subject Test Performance of U.S. and Non-U.S. Examinees, 1982-84: A Comparative Analysis.
Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-87-4; GREB-PR-83-20P
PUB DATE- Feb 87
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Age Differences; College Entrance Examinations; *Comparative Analysis; Correlation; English (Second Language); *Foreign Students; Graduate Study; Higher Education; *Language Proficiency; Majors (Students); Regional Characteristics; Regression (Statistics); Sex Differences; *Test Interpretation; Verbal Ability
IDENTIFIERS- *Graduate Record Examinations

The Graduate Record Examination (GRE) subject-matter achievement tests are offered in 17 fields. This study investigated the performance of U.S. and non-U.S. citizens on the Subject Tests, and the relationship of selected English-proficiency-related background variables to the test performance of non-U.S. citizens. It was also concerned with exploring the hypothesis that foreign ESL examinees are likely to be more proficient at processing the discipline-specific content of GRE Subject Tests in their respective fields than in the verbal content of the GRE Verbal Test. Data were collected primarily from GRE files of all examinees who took the Subject Tests between October 1982 and September 1984, and who answered a question on citizenship status. Profiles of GRE Subject Test means were developed for U.S. and non-U.S. examinees, generally, and in classifications that introduced some controls for differences in English language background linked to country of origin. Non-U.S. examinees generally had higher means than U.S. examinees on Subject Tests in Spanish, French, Music, Psychology, Mathematics, Computer Science, Chemistry, Physics, and Economics, and slightly lower means in Engineering and Sociology. U.S. citizens had clearly higher means in Geology, Biology, Education, Political Science, History, and Literature. A major implication of the findings is that scores on the GRE Subject Tests appear to be useful for assessing relative levels of subject-matter mastery for examinees differing widely in linguistic-cultural-educational background. (Author/JAZ)

ED 283 856 TM 870 378

Wolfe, Mary L.
A Bayesian Approach to Predicting Academic Performance.
PUB DATE- Jan 87
NOTE- 14p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *Bayesian Statistics; *Discriminant Analysis; Expectancy Tables; *Grade Prediction; Higher Education; Multiple Choice Tests; *Predictive Measurement; Statistical Studies; *Student Evaluation
IDENTIFIERS- Nursing Students

A total of 149 students enrolled in an undergraduate nursing research methods course participated in a study comparing three strategies for using formative evaluation (test feedback throughout a course) to predict students at risk of failure at summative evaluation (the final examination). Students took 12 weekly multiple-choice quizzes, which were graded and returned for self-study, and a final 60-item multiple-choice exam. Three 4-week quiz subtotals were the discriminating variables used to predict membership in three final-exam score categories: Group 1 (poor); Group 2 (fair); Group 3 (good). Separate discriminant analyses tested three patterns of assigning prior probabilities of group membership: (1) equal (each .333); (2) proportional to actual numbers of students in each group; (3) weighted by setting cost of misclassifying poor students as three times more serious than cost of misclassifying fair or good students. A significant discriminant function emerged, and confirming previous results, effect size (a standardized measure of the discrepancy between performance and the overall mean) for poor students decreased over time, showing that they were "closing the gap." Assigning probabilities proportional to cases gave best overall classification accuracy (53.02%), but Bayesian weighted adjustment best predicted students at risk of failure (82.1% correctly classified) while sacrificing some overall predictive power (42.95% correct). (LPG)

ED 283 869 TM 870 397

Locke, Lawrence F.
The Question of Quality in Qualitative Research.
PUB DATE- 17 Oct 86
NOTE- 27p.; Paper presented at the Measurement and Evaluation Symposium (Baton Rouge, LA, October 15-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Inquiry; Models; Naturalistic Observation; Physical Education; *Qualitative Research; *Research Methodology; *Research Problems; Social Science Research
IDENTIFIERS- Naturalistic Research

Qualitative research is a model for systematic, data-based inquiry. It has been used widely in the social sciences, and it has a growing acceptance in educational research. Its purpose is to describe and understand a particular, bounded social setting. The differences between quantitative and qualitative research involve the methods employed at the tactical level and the assumptions held by the investigator at the strategic level. As a model for inquiry, qualitative research is interpretive. A key assumption holds that it is not possible to understand people and their actions unless they are taken within the whole context. Qualitative research sometimes is called "naturalistic" because it is not interventionist, and it involves observations of settings in their natural state. Suggestions for avoiding subject falsification include: (1) being aware of risk and not letting down guard; (2) remembering that most dissembling is triggered by perceived threat; (3) remembering that faking is difficult to sustain over time; and (4) following procedures for cross-checking subject accounts. (BAE)

ED 283 782 SP 028 873

The Prevention Index '87. A Report Card on the Nation's Health. Summary Report.

Harris (Louis) and Associates, Inc., New York, N.Y.

SPONS. AGENCY- Prevention Magazine, Emmaus, PA.

PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disease Control; Drinking; Drug Use; Exercise; National Surveys; Nutrition; Physical Examinations; *Physical Fitness; *Physical Health; *Public Opinion; Safety; Smoking; *Social Attitudes; Stress Management

The results of a national survey conducted by Louis Harris and Associates for "Prevention" Magazine on American health practices are presented in this report. The following topics are covered: (1) changes in health-promoting behavior 1984-1987; (2) steps people take, or fail to take, for better health; (3) exercise and weight control by adults; (4) children's exercise and weight; (5) diet and nutrition; (6) nonsmoking and restricted use of alcohol and drugs; (7) control of stress; (8) safety precautions; (9) periodic medical exams and tests; (10) who practices health habits and safety precautions; (11) key attitudes related to preventive behavior; (12) outside influences for better health habits; and (13) health status and health outcomes. Appended are procedures for computing the Prevention Index, a note on the survey methods, and a personal Prevention Profile. Numerous tables are included. (JD)

ED 283 843 TM 870 359

Naron, Nancy K.
Writing to Read Program, 1985-86. Fort Worth Independent School District.
Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
REPORT NO.- PE86-515-14
PUB DATE- Jun 86
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; *Computer Assisted Instruction; Cost Effectiveness; Grade 1; Inservice Teacher Education; Interviews; Kindergarten Children; Microcomputers; Primary Education; *Program Evaluation; Program Implementation; Questionnaires; *Reading Instruction; Reading Skills; Research Design; School Districts; Socioeconomic Status; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Fort Worth Independent School District TX; Writing Samples; *Writing to Read

Writing to Read (WTR) is a computer-based instructional system designed to develop writing and reading skills. In the fall of 1985, the WTR program was implemented for the first time in some kindergarten and first-grade classes in Fort Worth Independent School District, (Texas) elementary schools. Research was conducted to evaluate: (1) the implementation of the WTR programs; (2) its effectiveness in developing students' writing and reading skills in comparison to students of similar socioeconomic status in non-WTR classrooms; and (3) the costs of continuing the WTR program at the same level of operation. Data were collected from classroom observations, staff interviewers' collected writing samples, and results of the reading subtest of Iowa Tests of Basic Skills. Continuation costs were based on lab aides' salaries, materials used, and equipment maintenance and repair. The teachers, principals, and aide were positive about the program. The findings with respect to the outcome measures of reading and writing were much weaker than expected. Due to a poor implementation design that did not allow for the assessment of the relative contribution of WTR in comparison to competing programs, the cost-effectiveness of WTR could not be validly evaluated. Writing process instruction showed promise as as cost-effective alternative. Appendices include the observation form, questionnaires, a description of writing process instruction, instructions for collecting writing samples, kindergarten and first-grade scoring criteria, examples of kindergarten and first-grade writing samples, a letter soliciting teachers' participation in scoring of writing samples, tallies of scores on kindergarten and first-grade training samples, repair cost of IBM PC Jrs under an IBM service contract, and estimated costs of computer repairs under district maintenance plans. (JAZ)

ED 283 769 SO 018 309

Stambler, Moses

A Conceptual Model for a Holistic Approach to the American Sea Experience: American Seafaring Songs as Maritime Expressions of the Unique American Experience.

PUB DATE- 16 May 87

NOTE- 10p.; Paper presented at the Mystic Seaport Museum Teachers' Institute Conference, (Mystic, CT, May 16, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- English Instruction; Folk Culture; *Literary Criticism; Literary Genres; *Literary History; *Literature; Music Activities; Music Education; *Seafarers; Secondary Education; *Songs; Symbols (Literary); *United States History

In explorations of American literature in high school, the tradition of sailormen and the sea is generally not considered independently or distinctly because the sea is not viewed as a separate region of thought. Songs of the whalers and sailors of the sea and the inland waterways are frequently related to the historical and spatial context of their regions rather than to a transcending "American Spirit." A closer look at the folk-songs of the sea and the inland waterways reveals a special blend of the national concept of self, the national psyche, the historical experience, and the liberating, egalitarian, and transcending qualities of the sea. It can reveal a basic unity appropriate for a new literary approach. Particular characteristics of the American experience which can serve as analytic guides for developing a holistic view of the seafaring experience are listed under the following headings: Pragmatic, Freedom, Jeffersonian Democratic, Jacksonian Democratic, Protestant Ethic, the Puritan Tradition, Manifest Destiny, Search for Democracy, Make the World Safe for Democracy, Search for the Good Life, Pluralistic Society and Heritage, and American as the "New Man." After other features relating to traditional sea songs in general are sifted out, these constructs can be seen as the unique characteristics of the American Spirit in seafaring songs. Also included is an original poem in folksong style called "Melville's Moby Dick as a Metaphor of the Human Experience; The White Whale," and "Some Types of Seafaring Folksongs to be used For Analysis" (A chart). (BZ)

ED 283 798 SP 028 991

Folsom-Meek, Sherry
Kinetic Comparison of Static Balance Performance of Nonhandicapped and Learning Disabled Male Children.
PUB DATE- 17 Apr 87
NOTE- 26p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Elementary Education; *Kinetics; *Learning Disabilities; *Males; *Perceptual Motor Learning
IDENTIFIERS- *Static Balance

This study investigated the static balance performance of 20 nonhandicapped and 20 learning disabled male children in Texas by comparing mean distances of center of pressure displacement as measured by a forceplate. Specifically, mean displacements in the medial-lateral plane during five static balance tests were measured from a neutral starting position. Hypotheses of no significant difference between the scores of the two groups were tested for overall balance performance (equal mean vectors) and differences between group means. This report describes the testing instruments used and the test methodology and then illustrates the test positions for the five static balance tests. Descriptive statistical data obtained from the tests were computed on the subject group means on the score determination of static balance performance and time-in-balance. Each of the hypotheses of no significant difference in static balance performance between the nonhandicapped and learning disabled subject groups was accepted. (JD)

ED 283 815 SP 029 018

Johnson, Eric W.
Teaching School. A Book for Anyone Who Is Teaching, Wants To Teach, or Knows a Teacher. Revised Edition.
National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-62-0
PUB DATE- 87
NOTE- 177p.
AVAILABLE FROM- National Association of Independent Schools, 18 Tremont St., Boston, MA 02108 ($13.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *Learning Strategies; Self Evaluation (Individuals); Student Behavior; Student Evaluation; *Teacher Effectiveness; *Teaching Skills; Testing; Time Management

This book offers suggestions and ideas in definite and practical terms for teaching, evaluating teaching, and improving the school. Problems and possible solutions are discussed in the areas of: (1) classroom order and discipline; (2) teaching the basics; (3) dealing with written work; (4) planning for the class, the unit, and the year; (5) study skills and homework; (6) organizing and managing people, classrooms, instructional materials, and time; (7) evaluating and testing student performance with standardized and teacher-made tests; (8) marking and grading tests; (9) relationships with students and parents; (10) peer, administrator, and self-evaluation; (11) testing and evaluating the schools; and (12) educational objectives. (JD)

ED 283 884 TM 870 424

Heller, Eric S.; Rife, Frank N.

Questionnaire Response Scales: Design Factors That Influence Respondent Satisfaction.

PUB DATE- 23 Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Comparative Testing; Grade 7; Junior High Schools; *Participant Satisfaction; *Questionnaires; Rating Scales; *Response Style (Tests); School Surveys; *Test Construction; *Test Format
IDENTIFIERS- Chi Square Analysis

The goal of this study was to assess the relative merit of various ranges and types of response scales in terms of respondent satisfaction and comfort and the nature of the elicited information in a population of seventh grade students. Three versions of an attitudinal questionnaire, each containing the same items but employing a different response scale, were administered randomly to three groups of seventh grade students. Specifically, a 2-point forced choice scale (agree-disagree), a traditional 5-point (strongly agree to strongly disagree) and a 21-point continuous scale which included a neutral position (strongly agree at zero to strongly disagree at 20) were compared. The results indicated the range of a response scale may not have much bearing on the seventh grade students' sense of comfort with the instrument. Providing neutral or undecided positions appears to increase rates of response and the reliability of the survey data. The range of a wide response scale does not seem to intimidate the seventh grade students, but they feel more comfortable when presented with specifically labelled points along that scale. (BAE)

ED 283 897 UD 025 542

Dutt, S.; And Others
Ethnocultural Groups--The Making of Canada: Economic Contributions to Canadian Life. Report 2: Seven Successful Small Business Entrepreneurs.
Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE- Mar 86
NOTE- 19p.; For related documents, see UD 025 541-543.
AVAILABLE FROM- Communications Branch, Secretary of State Department, Ottawa, Canada K1A0M5.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration; Cultural Pluralism; *Economic Development; Economic Progress; Employment Patterns; *Entrepreneurship; Foreign Countries; Immigrants; Minority Groups; *Small Businesses; Sociocultural Patterns; Success
IDENTIFIERS- *Canada; Self Employment

Immigrants and refugees come to Canada for many reasons and are often risk-takers. Some ethnic groups follow identifiable patterns of distinctive economic development, while others meld and blend into Canadian society so that no discernible pattern can be identified. This publication provides an overview of the contributions made by seven successful immigrant entrepreneurs who have established small businesses in Canada. Each of the case studies provides information on the ethnicity, type of business, commencement and growth of the business and management techniques used by the businessperson. The case studies are: (1) a fishery owner in Newfoundland; (2) a food producer in Montreal; (3) a manufacturer of kitchen cabinets in Ontario; (4) the owner of a beauty supply company in Ontario; (5) a riverboat and tour bus operator in Manitoba; (6) a family-owned auto body business in Saskatchewan; and (7) a sawmill owner in British Columbia. (VM)

ED 283 911 UD 025 597

Haynes, Norris M.; And Others
School Development Program (Comer Process Implementation) in Prince Georges County, Milliken II Schools. Process Evaluation Report.
Yale Univ., New Haven, Conn. Child Study Center.
PUB DATE- Dec 86
NOTE- 36p.; For related documents, see UD 025 596-599.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Change Strategies; Disadvantaged; Educational Environment; Educational Improvement; Elementary Secondary Education; *Equal Education; Evaluation Methods; *Parent Participation; Program Effectiveness; School Effectiveness; School Surveys
IDENTIFIERS- Excellence in Education; *Prince Georges County Public Schools MD

This report presents results of a study of the effectiveness of the Comer Process, also known as the School Development Program (SDP) in the Milliken II Schools, Prince Georges County, Maryland. The process was introduced in the school system in summer 1985 to improve effectiveness of schools that could not be integrated because of their geographical isolation and whose student makeup was more than 90 percent black. The report describes study design, method, and analysis findings. The first section of analysis describes the implementation process, without critical review, based on consensus from interview responses and on documents. The second part analyzes responses to interview items and presents individuals' perceptions of various aspects of the process. Interviewees were district and school level staff, and parents. Generally the process was perceived as working well. It appeared to be achieving its goals to some extent. Some doubts were expressed on whether the process itself was bringing about the noted positive changes, whether it was interacting with other variables to produce change, or whether it was having any effect at all. Most respondents agreed that without the process the noted positive changes probably would not have occurred. The strongest effect of the process in schools seemed to be on teacher morale, followed by school climate. Student behavior and achievement are seen to have been positively affected as well, but to a lesser extent. Included is an appendix with lists of interview responses. (PS)

ED 283 924 UD 025 617

David, Jane L.
Annual Report, 1986. Southern Coalition for Educational Equity.
Southern Coalition for Educational Equity, Jackson, MS.
PUB DATE- Apr 87
NOTE- 44p.
AVAILABLE FROM- Southern Coalition for Educational Equity, P.O. Box 22904, Jackson, MS 39205.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Computer Uses in Education; *Curriculum Enrichment; Educational Change; *Educational Strategies; Elementary Secondary Education; *Equal Education; *Minority Groups; Nondiscriminatory Education; Reading Programs; *School Effectiveness
IDENTIFIERS- United States (South)

This annual report summarizes the work and progress of programs which promote effective education in 11 Southern states. Working cooperatively with other groups, this advocacy organization has developed a model for putting effective schools research into practice. The Effective Schools Model has been accepted for use by the New Orleans Public Schools. The model includes methods for improving instruction, increasing parent involvement, developing staff competence, and evaluating and documenting the program. Other ongoing projects are: (1) a special summer program which has improved children's reading skills and teachers' classroom skills; and (2) a project which brings innovative uses of microcomputers to minority children. The shared educational philosophy of these programs is that poverty and discrimination are not insurmountable barriers; poor and minority children can and will be well educated. Information is provided about the supporters, directors and staff of the organization. (VM)

ED 283 783 SP 028 880

Dottin, Erskine S.; And Others
The Conceptual Framework for the Teacher Education Program at the University of West Florida.
PUB DATE- 87
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Higher Education; *Program Development; Program Evaluation; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *University of West Florida

The conceptual framework for this teacher education program is based upon the notion that the actions of individuals and/or organizations either consciously or unconsciously flow from their beliefs. This description of the conceptual framework for the program at the university discusses the justifications for actions and statements in the program's structure and philosophy by demonstrating the logical flow from shared convictions about the aims and goals of the program through action and development of the knowledge base upon which the program's curriculum is based. The reasons for the existence of program components, modes of operation, and ways of thinking about the teacher education program are explained and justified. The program's conceptual framework, which contains both philosophical and empirical beliefs, is discussed from two angles: psychological beliefs and pedagogical beliefs. Evaluation procedures applicable to the program are described as they relate to the conceptual framework upon which the program is based. (JD)

ED 283 831 TM 870 308

Wilson, Kenneth M.
Patterns of Test Taking and Score Change for Examinees Who Repeat the Test of English as a Foreign Language.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-87-3; TOEFL-RR-22
PUB DATE- Jan 87
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Gains; Correlation; English (Second Language); *Foreign Students; Higher Education; *Language Proficiency; *Language Tests; Listening Comprehension; Predictor Variables; Reading Comprehension; *Scores; *Test Interpretation; Test Wiseness
IDENTIFIERS- Testing Centers; *Test of English as a Foreign Language; *Test Repeaters

The Test of English as a Foreign Language (TOEFL) measures the English language proficiency of foreign students who apply for higher education in the United States. It is administered according to a strict schedule through the International and Special Center (I&SC) testing program or at ad hoc intervals by institutional users as part of the TOEFL Institutional Testing Program (INST). This study investigated the patterns of test taking and score change for examinees who repeated the TOEFL in an International or I&SC administration within 24 to 60 months after initial testing. Data for examinees who repeated TOEFL within 1 to 12 months following initial testing by institutions participating in the TOEFL INST were also analyzed. In both the I&SC and INST samples, TOEFL repeaters registered substantial average net gains in performance. Findings suggested that there may be differences among national-linguistic groups in typical rate of acquisition of proficiency in English. The magnitude of the average score changes found to be associated with test repetition for repeaters, combined with relatively strong differences among national-linguistic groups in both incidence of test repetition and mean score change, indicates that for purposes of summary reporting on TOEFL performance (e.g., in defining basic reference groups), it is important to specify the test-repetition status of the gorups of examinees involved. (JAZ)

ED 283 857 TM 870 380

Lesgold, Alan; And Others

Toward Intelligent Systems for Testing. Technical Report LSP-1.

Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Mar 87
NOTE- 32p.
CONTRACT- N00014-85-K-0655
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Artificial Intelligence; *Cognitive Measurement; Computer Assisted Instruction; *Computer Assisted Testing; Course Objectives; Criterion Referenced Tests; *Diagnostic Tests; *Individualized Instruction; Instructional Development; Test Construction

This report illustrates one way in which the technologies of testing might combine with cognitive science techniques to help steer instruction. Steering testing is brief diagnostic testing that steers, or individualizes, the course of instruction. Steering testing uses simple heuristics for reasoning about the level of a student's competence in a particular subskill and intelligently manufactures practice opportunities that will be especially revealing about the student's current competences. Theoretically, steering testing should permit a partly logical constraining of diagnosis and should be based on a representation of the knowledge needed to exercise the skill it purports to measure. Four types of knowledge, involved in dealing with a student, need clarification when designing computer systems for steering testing: (1) domain expertise; (2) curriculum knowledge; (3) planning knowledge; and (4) treatment knowledge. In addition, a student model, a knowledge structure specifying which subskills a student is thought to know or to not know, is embedded in the curricular goal structure of the system. When a diagnosis is needed, the student model is examined to identify areas of competence about which more information is needed. These areas represent constraints on the type of test item that will be informative. Once the constraints are posted, an intelligent item generator constructs test items that satisfy them. To illustrate these ideas, an intelligent computer-based tutor, with a problem solving mode, that teaches basic electrical principles is discussed. (BS)

ED 283 870 TM 870 400

Davis, Wesley D.
An Empirical Assessment of Selected Software Purported to Raise SAT Scores Significantly When Utilized With Short-Term CAI on the Microcomputer.
PUB DATE- Jul 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; College Bound Students; *College Entrance Examinations; *Computer Assisted Instruction; *Computer Software; Conditioning; Error of Measurement; Goodness of Fit; High Schools; Hypothesis Testing; Literature Reviews; Microcomputers; Pretests Posttests; Retention (Psychology); *Scores; Student Characteristics; *Test Coaching; Test Validity
IDENTIFIERS- Chi Square Analysis; Florida (Escambia County); *Krell SAT Computer Software; Mann Whitney U Test; *Scholastic Aptitude Test

This study evaluated Krell's 1981-82 Scholastic Aptitude Test (SAT) preparatory series software purported to raise students' scores substantially after only a short term of computer-assisted instruction (CAI). Forty-eight college-bound juniors from Escambia County (Florida) were assigned to experimental and control groups. A two-phased pre- and post-test design was used. Both groups received 15 hours of CAI, but during different phases of the study. Data were collected through the administration of one SAT pretest, two SAT posttests, the Otis-Lennon School Ability Test, the Witkin Group Embedded Figures Test, and a student questionnaire for demographic information. Ten hypotheses concerning the effects of CAI, cognitive styles, socioeconomic status, gender, IQ, grade point average, parents' educational attainment, parents' occupational status, number of siblings, and college majors on SAT score gains were tested using non-parametric statistics. With one partial exception, all hypotheses were accepted in the null form. The results showed: (1) Krell SAT software utilized under controlled CAI conditions produces only modest group score gains, and (2) individual student score gains under these conditions, by contrast, may be high. That is, group SAT score gains will seldom exceed chance expectations and will be of little practical consequence. On the other hand, individual students may evidence significant gains, which is consistent with the publishers claim. The study includes a nine-page reference list. (JAZ)

ED 283 799   SP 028 993

Beller, Jennifer M.; Stoll, Sharon Kay
Why Not Play in Physical Education?
PUB DATE- 87
NOTE- 17p.; Paper presented at the National Convention of the
  American Alliance for Health, Physical Education, Recreation and
  Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Experiential Learning;
  *Physical Education; Physical Education Teachers; *Play;
  Psychological Needs; *Teacher Attitudes

This paper examines the philosophic basis of "play" in physical education. The discussion considers: (1) current and historical perspectives of "play" in physical education; (2) why physical educators have an aversion to any "play" in their classrooms; and (3) the immediate need for the play-directed experience to be the cornerstone of physical education. It is shown that while the concept of play is antithetical to many physical educators, connoting unproductiveness and limited learning possibilities, play should be a vital part of physical education as well as all motor learning experiences because play is the basis for skill acquisition. (JD)

Haberman, Martin
The Nature of General Liberal Studies for Teachers.
PUB DATE- Apr 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *General Education; Higher Education; *Liberal Arts; *Preservice Teacher Education; Professional Development; *Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs

An overview of the present liberal arts disciplines points out the vast amount and diversity of knowledge available to the general education student. Addressing the question of what part of this knowledge is of most worth to the prospective teacher, it is suggested that a sound general education should be organized around six basic and persistent life themes; (1) social science explanations of human behavior; (2) the physical environment; (3) health-safety-wellness; (4) communication; (5) aesthetics and literature; and (6) democratic institutions. Eighteen specific university disciplines of study, with examples of key concepts in each discipline, are cited as characteristics of a more worthwhile general studies program. A strong argument is made for completely reorganizing general studies, based on persistent life themes that are relevant to students of all ages. The basic concept undergirding this proposal is that elementary/secondary students, as well as university students preparing to teach, should engage in the same multidisciplinary studies, though at different levels of difficulty. It is proposed that teachers be certified in one of the six broad areas of a general education program rather than as specialists. (JD)

ED 283 898 UD 025 543

Highlights of Self-Employment of Ethnocultural Groups in Canada, Reports 1 to 4 = Les Travailleurs Independants Chez Les Groupes Ethnoculturels Du Canada--Faits Saillants, Rapports 1 a 4.

Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.

PUB DATE- Mar 86
NOTE- 95p.; For related doucments, see UD 025 541-542.
AVAILABLE FROM- Communications Branch, Secretary of State Department, Ottawa, Canada K1A0M5.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cultural Pluralism; Demography; Economic Progress; *Employment Patterns; *Employment Statistics; *Ethnic Groups; Foreign Countries; Industry; Labor Market; Minority Groups
IDENTIFIERS- *Canada; *Self Employment

This document consists of both English and French versions of four reports which highlight the self-employment status of various ethnocultural groups in Canada. The first report introduces the publication by discussing the role of the small business sector and self-employment in Canada's economy as a whole. The importance of the ethnic groups to the economy is confirmed and statistics are presented demonstrating sex, immigrant status, regional, and ethnic differences in self-employment. The second report "British, French, and Other Groups in Selected Industries" focuses on seven industrial categories (mining, manufacturing, construction, transportation, trade, finance, and services). Self-employed people working in the seven categories are compared and contrasted for Canada as a whole and for the province of Ontario and the city of Toronto. The third report "Visible Minorities in Selected Industries" highlights the same geographical regions and uses eight industrial classifications (public administration added to the earlier seven). It examines the self-employment of persons in ethnic categories which are more "visible" as minorities, they are: (1) Blacks; (2) Far East Asians; (3) Indo-Pakistanis; (4) Pacific Islanders; (5) South East Asians; (6) West Asians and Arabs; and (7) Latin Americans. The fourth report "German, Italian, Jewish, Polish, Ukrainian, and Dutch Groups in Selected Industries," uses the same geographic breakdowns and the same eight industrial categories to highlight the self-employment status of groups with ethnic origins in Europe. The data for all of these reports were culled from census data with special attention to the question, "To which ethnic or cultural group did you or your ancestors belong on first coming to this continent?" (VM)

ED 283 925 UD 025 636

Human, Linda; And Others
Occupational Mobility and Wage Differentiation: A Qualitative Study. HSRC Investigation into Manpower Issues: Manpower Studies No. 6.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7968-0384-0
PUB DATE- 86
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aspiration; *Black Employment; Blacks; Comparable Worth; *Equal Opportunities (Jobs); Foreign Countries; Labor Market; Occupational Mobility; Personnel Policy; Political Influences; *Racial Discrimination; Racial Relations; *Salary Wage Differentials; Whites
IDENTIFIERS- *Apartheid; Life Goals; *South Africa

This study, the third of three undertaken by the School of Business Leadership at the University of South Africa, involves an analysis of wage differentiation and occupational mobility at the microlevel among blacks in a number of South African companies. The report argues that the political, legal, economic and social factors which impinge on both occupational mobility and equal pay for work of equal value can be understood in terms of discrimination which results from the interplay of class interests and norms relating to status, prestige, and identity. This discrimination is analytically divided into two main areas--before the market discrimination and within the market discrimination. The restrictions, which characterize employment patterns and wages in South Africa today, are assessed against the background of the following features of the society: (1) white domination of the upper categories of employment; (2) legislation which controls employment patterns, particularly for Africans; (3) segregated educational institutions, housing, and neighborhoods, with whites in the most favorable positions; (4) white control of central political institutions and the present ruling party; (5) attempts by the state in recent years to restructure certain aspects of the class or racial system; and (6) existence of a group of higher status blacks who confront the serious problems of the society. (PS)

ED 283 770 SO 018 310

Petersen, Keith
Historical Celebrations: A Handbook for Organizers of Diamond Jubilees, Centennials, and Other Community Anniversaries.
Idaho State Historical Society, Boise.
REPORT NO.- ISBN-0-931406-13-7
PUB DATE- 86
NOTE- 118p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Books (010)
DESCRIPTORS- *Cultural Activities; Cultural Context; Cultural Opportunities; Family History; Folk Culture; *Fund Raising; *Holidays; Leisure Time; Local History; Organizational Objectives; *Publicity; *Public Relations; Social Environment; *Social History; Traditionalism
IDENTIFIERS- *Idaho

Celebrations of shared personal, religious, occupational, and historic events are worldwide and ancient phenomena. In the United States, most people participate, as either major or minor actors or members of the audience, in private events marking the human cycle and life experiences, from birth and birthdays to weddings and anniversaries to death and memorial services. The common element uniting all these activities is the focus on shared group attitudes, experiences and perception, and this element holds as true of public events honoring shared perceptions of a historical past as it does of commemorations of a more personel and private kind. This handbook provides a variety of practical details, suggestions, and models for organizing historical celebrations.

Chapter one focuses on organizational considerations, including the choice of a celebration date and theme, formation of necessary steering and subcommittees, planning of time schedules and activities, and the establishment of goals. Fundraising, a difficult and essential item, is the topic of chapter two. Chapter three approaches the heart of the celebration through presentation of short-term and long-term activities that are potential components of commemorative events. Chapter four is devoted to publicity, that aspect of a public event which, along with fundraising, is the most perplexing to organizers. Chapter five is concerned with documenting the celebration. A careful record serves as a precedent for organizing furure events; it becomes a part of the community's historical record, and is an educational tool to extend the celebration into the future. In chapter six, sketches are provided of past community events in the Idaho towns of Rexburg, Wallace, and Jerome. (BZ)

ED 283 784 SP 028 884

Horton, Joseph H.
Research on Teaching and Learning Accounting as a Strategy for
Curriculum Improvement.
PUB DATE- 28 Feb 87
NOTE- 39p.; Paper presented at the Annual Forum of the Washington Consortium Schools of Business (2nd, Washington, DC, February 28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountants; *Business Administration Education; *Curriculum Development; *Educational Improvement; Educational Theories; Education Work Relationship; Higher Education; Instructional Effectiveness; Relevance (Education); *Teaching Methods

A historical overview regarding the deficits in education provided to accounting students precedes a discussion of research regarding the teaching of accounting. The need is shown for research on the teaching and learning of accounting as a strategy for curriculum improvement. Both learning and teaching theories are reviewed. Instructional strategies (lecture, discussion, demonstration, personalized instruction, computer-assisted instruction, role playing, case studies, instructional media) used by teachers at the higher education level are also described and discussed. It is concluded that if accounting educators believe that one goal of teaching is to enhance learning, then the improvement of teaching is most apt to occur when connections can be made in the research literature between teaching and learning. Accounting teachers must learn to apply theories of both learning and teaching in their approaches to teaching in appropriate learning situations. Accounting educators should take a major part in research related to teaching and learning because change in practice reflects the strength of the curriculum that depends upon their ability to modify existing teaching procedures. A seven-page bibliography is provided. (CB)

ED 283 844 TM 870 361

Thornton, Stephen J.
"Different Evidence for Different Audiences?" An Exploratory Analysis.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audiences; Curriculum Evaluation; *Educational Research; Elementary Secondary Education; *Evaluation; Evaluation Problems; *Evaluation Utilization; Teacher Evaluation; *Teachers

Since educational criticism aims to reeducate teachers' perception in order to improve or illuminate educational practices, the audience's role is particularly important. In many ways, the intended audience determines the evidence presented. The evaluator must write the criticism in language which is meaningful to the audience (for example researchers, teachers, or lay persons). Because the gap between the concerns and the language of teachers and researchers is so wide, the educational critic who writes for teachers must rethink his or her communication with the audience. Educational criticism differs from artistic criticism because the critic is not an aloof critic of a completed work; the sustained contact with teachers enhances collegiality rather than distance; and the critic aims to instigate change. Criticism grounded in an individual teacher's concerns would detect nuances in progress and would reeducate the teacher's perceptions over the course of the visits. For a report on a teacher's skill deficiencies, the "connoisseur/critic" would consider the teacher's lived experience, the patterns of his or her practices, and the demands for action. (GDC)

Franz, Jennifer D.
Sampling for Telephone Surveys: Do the Results Depend on Technique?

PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Bias; Community Surveys; Cost Effectiveness; Demography; Educational Research; *Research Methodology; *Research Problems; *Sampling; Statistical Significance; *Surveys; *Telephone Communications Systems
IDENTIFIERS- California (Sacramento); Directory Sampling; Random Digit Dialing; *Telephone Surveys

Two basic methods exist for drawing probability samples to be used in telephone surveys: directory sampling (from alphabetical or street directories) and random digit dialing (RDD). RDD includes unlisted numbers, whereas directory sampling includes only listed numbers. The goal of this paper is to estimate the effect of failure to include unlisteds in the sample on survey results. Two community-wide telephone surveys were conducted for the Sacramento City Zoo (California) (N=100) and for Sacramento Department of Parks and Community Services (N=429), using the pure RDD method. Data analyses were conducted using the chi-square statistic as run on SPSS/PC+. Results showed responses to four questions exhibited significant listed-unlisted differences. There was evidence that researchers using listed RDD samples might come to different conclusions, but the evidence was not strong. Although the research presented here is clearly limited (reports on a single and fairly narrow geographic area, concerns only two surveys addressing related topics, and contains one survey with a small sample size), it suggests that survey results may depend on sampling technique. Additional inquiry is warrented for a more definitive assessment. (BAE)

ED 283 912 UD 025 598

Haynes, Norris M.; And Others
School Development Program Impact Study, Benton Harbor 1985-1986.
Yale Univ., New Haven, Conn. Child Study Center.

PUB DATE- Jan 87
NOTE- 18p.; For related documents, see UD 025 596-599.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Change Strategies; Educational Environment; *Educational Improvement; Elementary Education; Evaluation Methods; *Parent Participation; Program Effectiveness; School Effectiveness; School Surveys; *Self Concept; Student Behavior
IDENTIFIERS- *Michigan (Benton Harbor)

This report summarizes the results of research conducted in the Benton Harbor Area Schools (Michigan) during 1985 and 1986, to measure the sustained impact of the School Development Program (SDP), which aimed to increase school effectiveness. The study sample included a total of 313 students in kindergarten through grade five who attended 14 elementary schools, including 7 SDP schools, 4 non-program schools, and 3 special schools with specially designed extracurricular activities. All schools were located in low socioeconomic status areas, but the students attending SDP schools were lower achieving and had more behavior problems. Seven questionnaires were used for the evaluation; they were answered by teachers, students, and parents. The following results were found: (1) classroom climate improved in SDP schools; (2) student self-concept improved; (3) classroom behavior and group participation improved; (4) parents' perception of school climate improved; (5) children showed no change in assessments of their own behaviors, while children in the control sample showed a significant negative change in their assessments; and (6) the per cent of days absent decreased. An appendix showing questionnaire results is included. (PS)

ED 283 800 SP 028 997

Sparks, William G., III
The Student Teaching Partnership: Collaboration and Colleagiality.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperating Teachers; Cooperation; Higher Education; *Physical Education Teachers; Preservice Teacher Education; *Student Placement; *Student Teachers; Student Teacher Supervisor
Teacher Orientation; *Teacher Student Relationship

This article focuses on the interactive relationship necessary between the university supervisor, the cooperating teacher in the public schools, and the student teacher in order for the student teaching practicum experience to succeed. This paper deals exclusively with the importance of the cooperating teacher in this partnership arrangement. Topics discussed include the importance of "site selection," traits of a good cooperating teacher, tasks that a cooperating teacher can have a student teacher accomplish early in the observation phase of student teaching before the students are released to the student teacher, suggestions for progressive assumption of responsibility of the students, and ways to prepare for the arrival of the student teacher. A practical checklist for cooperating teachers to use in evaluating the success of their influence on the student teachers is included. (Author/DF)

ED 283 817 SP 029 020

Joyce, Bruce; Showers, Beverly
Student Achievement through Staff Development.
REPORT NO.- ISBN-0-582-28409-0
PUB DATE- 88
NOTE- 190p.
AVAILABLE FROM- Longman Inc., 95 Church St., White Plains, NY 10601 ($13.95).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Academic Achievement; Educational Resources; Elementary Secondary Education; *Lifelong Learning; Preservice Teacher Education; *Program Development; Program Evaluation; *Research Utilization; *Staff Development; Teacher Attitudes

The focus of this book is on the planning of a comprehensive system of staff development and the governance, design, and implementation of specific programs within that system. Much of the book consists of recommendations that are based on the study of a wide range of staff development programs, research on teachers and teaching, information about the workplace, research on how teachers learn, and ideas about how to design effective programs. The comprehensive system for the support of education personnel provides services to teachers and administrators, at the individual level; to faculty, at the school level; and to parties responsible for school improvement, at the district level. (JD)

ED 283 832 TM 870 316

Licht, Barbara G.

The Interaction between Children's Achievement-Related Beliefs and the Characteristics of Different Tasks.

PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Ability; *Academic Achievement; Attribution Theory; Beliefs; Females; Intelligence; Interaction; Males; Secondary Education; *Self Concept; Self Esteem; *Self Evaluation (Individuals); *Sex Differences; *Student Attitudes

This paper examines the ways in which children's beliefs about their abilities influence their academic achievement. These beliefs interact with the demands of different tasks or learning situations. Research is described which deals with children's causal attributions for their academic success or failure and with children's definitions of intelligence. Research suggests that the impact of children's beliefs varies as a function of the particular learning situation. In addition, children's beliefs about their abilities are not simply mirror reflections of their actual abilities or previous performances. Several studies are described which examine children's effort, performance, and causal attributions of ability and intelligence in a variety of situations. Three sex differences emerged: (1) females exhibited less confidence in their ability to succeed in challenging tasks; (2) females exhibited less confidence in social studies and science tasks than in reading, language arts, and mathematics tasks which involve more feedback; and (3) females were likely to have decreasing mathematics confidence as they become older. Since some childhood beliefs are not adaptive, it is recommended that ways to encourage facilitative beliefs be found. (GDC)

ED 283 858 TM 870 382

Lather, Patti
Feminist Perspectives on Empowering Research Methodologies.

PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Evaluation; Educational Change; *Educational Research; *Feminism; Higher Education; Research Design; *Research Methodology; Scientific Methodology; Sexual Identity; *Social Science Research; Student Reaction; *Womens Studies

Three topics are discussed: (1) the meaning of feminist research; (2) what can be learned about research practices from feminist efforts to create empowering research designs; and (3) how postmodernism presents challenges to feminist empirical work. Feminist research puts the social construction of gender at the center of one's inquiry in order to correct both the invisibility and distortion of female experience in ways relevant to promoting equality. Feminist empirical work is multi-paradigmatic. In practice or praxis-oriented inquiry, the reciprocally educative process is more important than the product. In feminist inquiry, empowering methods, including dialogue and reflexivity, contribute to consciousness-raising and transformative social action. Interviews with 22 students at 3 points during their participation in an introductory women's studies course provided insights on student resistance to the liberatory curriculum. Both reflexivity and critique are desirable skills for students and faculty. As for the implications of postmodernism on feminist work, feminists are not attempting to substitute a different, more secure foundation for our formerly secure foundations of knowledge and understanding. Rather, they aim to produce an awareness of the complexity, contigency, and fragility of historical and cultural thoughts. Thirteen endnotes provide definitions, background, and commentary; an eight-page bibliography is included. (GDC)

ED 283 871 TM 870 407

Tompkins, John F.
Report of Evaluation: Reading and Mathematics Lab Program. Chapter II, E.C.I.A., 1985-86.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE- 10 Oct 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Elementary Secondary Education; Evaluation Criteria; *Mathematics Achievement; Mathematics Instruction; Mathematics Tests; Pretests Posttests; Program Budgeting; *Program Evaluation; *Reading Achievement; *Reading Centers; Reading Tests; Remedial Reading; Standardized Tests; Tables (Data)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; Normal Curve Equivalent Scores

This report evaluates the reading and mathematics lab programs for elementary and secondary students in the Des Moines (Iowa) Independent Community School District. The reading program served 510 students in 13 schools and mathematics program served 240 students in 7 schools. A variety of assessment instruments were used to pinpoint students' particular instructional needs. Particulars of program implementation and budgeting are followed by a detailed list of performance and process objectives used for evaluation. Pretest-posttest gains in Normal Curve Equivalents (an equal-intervals scale) showed students surpassing criterion levels set for reading and mathematics. The largest gains in reading occurred for Grade 2 (13.5 units) and the largest gains in mathematics were in Grade 5 (9.6 units). Reading lab students attained 87.4% of stated curricular objectives, but mathematics lab students attained 76.3%, below the 80% criterion. First-grade lab students participated in standardized evaluations for the first time this year, and while there were no set criteria for them, their performance gains were seen as quite encouraging. (LPG)

ED 283 845 TM 870 362

Rothfarb, Sylvia H.; And Others
Evaluation of the Bilingual Curriculum Content (BCC) Pilot Project: A Three-Year Study. First Interim Report.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jan 85
NOTE- 91p.; Appendix B contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Guidelines; Hispanic Americans; Kindergarten Children; *Language of Instruction; *Limited English Speaking; Pilot Projects; Pretests Posttests; Primary Education; *Program Evaluation; Program Implementation; Questionnaires; School Districts; Spanish
IDENTIFIERS- *Bilingual Curriculum Content; *Dade County Public Schools FL; Transitional Bilingual Basic Skills Program

Bilingual Curriculum Content (BCC) is an instructional component of the Transitional Bilingual Basic Skills program offered to students with limited English proficiency (LEP) in the Dade County Public Schools, Florida. In BCC instruction, students learn mathematics and combined instruction (science, social studies, and health/safety) in their native language. To evaluate student achievement in content areas with or without bilingual instruction, the BCC Pilot Project was implemented in 12 kindergarten classes in February, 1984. The schools were randomly assigned to either BCC or No-BCC instruction groups. Participants were Hispanic origin LEP kindergarteners. A test of general cognitive ability was administered at the beginning of the project. Content area and language skills achievement tests were administered at the pretest (February) and posttest (May). Program implementation characteristics and school demographic data were also gathered for each school. Results showed no indication that either strategy led to higher student achievement. No significant differences were found between BCC and No-BCC groups in either English or Spanish health/safety achievement measures. In general, the BCC Pilot Project was implemented according to guidelines with respect to class size, teacher training and experience, and instructional materials. Conclusions should be interpreted cautiously because they were based only on a four-month period of project implementation. Appendices include questionnaires, Pilot Project guide lines, tables and information on the reliability and intercorrelations of the tests. (JAZ)

ED 283 886 TM 870 432

Addis, Gregg
What Aspects of Qualitative and Quantitative Research Might Reasonably Count Towards Effective Educational Research.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Research; *Literature Reviews; *Measurement Objectives; *Qualitative Research; Reliability; *Research Methodology; Statistical Analysis; Validity; Values
IDENTIFIERS- Objectivity; Reality

This paper examines those aspects of qualitative and quantitative research that might reasonably count towards effective educational research. The problem is addressed by examining their philosophical differences, their pursuit of objectivity, their approach to values, and the pursuit of reliability and validity. The possibility of rapproachment between qualitative and quantitative research is considered. The major assumptions in choosing an effective research methodology are discussed. It is concluded that educational researchers must take into consideration the respective characteristics of both qualitative and quantitative research in order to develop an optimal design for the particular problem. The optimal design may use qualitative or quantitative methodologies, or a combination of the two. Ultimately, either type of methodology must effectively address the problem at hand, must contribute to the field of knowledge, and must be both reliable and valid. (Author/JAZ)

ED 283 899 UD 025 545

Tidwell, Romeria
Follow-Up of Early School Leavers from the Los Angeles Unified School District: Executive Summary. Publication No. 457.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Jul 85
NOTE- 9p.; For full report, see ED 276 781.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Attitudes; *Dropout Characteristics; Dropout Prevention; *Dropouts; Educational Environment; Employment Opportunities; High Schools; Low Achievement; School Holding Power
IDENTIFIERS- *Los Angeles Unified School District CA

The goals of this study of early school leavers from 12 Los Angeles high schools were the following: (1) to discover whether the students were true dropouts or whether they were enrolled in some alternative educational program that might lead to a high school diploma; (2) to determine the reasons the students left school before graduating; (3) to explore ways of encouraging students to stay in school until graduation; and (4) to investigate ways of encouraging early leavers to return to high school. Out of a total of 2,401 early school leavers who were contacted, 374 agreed to participate in this study. Two instruments were used: (1) the Cumulative Record Data Summary--designed to obtain demographic information; and (2) the Student Interview--developed to gather information about the student's dropout history, reasons for leaving high school, past and present activities, future plans, and recommendations for improving high schools. The findings revealed that only 39% of the dropouts had returned to an educational program. Many of them complained that school had been "boring" and a waste of time for them, but they said they would encourage others not to drop out. Many in the sample had been low achievers in school, some had numerous home and family responsibilities. Most of the dropouts had attempted to find employment; 29.4% were employed full-time and 21.7% had part-time jobs. Some expressed vague plans to graduate some time in the future. (VM)

ED 283 926 UD 025 637

Money Income and Poverty Status of Families and Persons in the United States: 1985. (Advance Data from the March 1986 Current Population Survey).

Bureau of the Census (DOC), Suitland, Md.

PUB DATE- Aug 86

NOTE- 46p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Age Differences; *Business Cycles; *Economically Disadvantaged; Family Characteristics; *Family Income; Hispanic Americans; *Income; Low Income Groups; *Minority Groups; *Poverty; Racial Differences; Salary Wage Differentials; Sex Differences

IDENTIFIERS- Bureau of the Census

Analysis of information gained from the March 1986 Current Population Survey (CPS) conducted by the Bureau of the Census shows the following results for the year 1985: (1) median family money income continued to move ahead of inflation; (2) the median earnings of men showed no statistically significant change from 1984, but the earnings of women rose by 2.1 percent; (3) in the last ten years per capita income has increased considerably more than median family income; (4) the number of persons below poverty level was 33.1 million; (5) both the number of blacks in poverty and their poverty rate declined between 1984 and 1985; (6) the poverty rate among children and the elderly did not change significantly from 1984; and (7) the number in poverty and the poverty rate declined in the Northeast, but did not change significantly in other regions. Twenty-one tables of statistics are included. Appendices provide definitions and explanations, information on sources and reliability of estimates, and comments on underreporting. (PS)

ED 283 771 SO 018 318

Africa Today: An Atlas of Reproducible Pages. Revised Edition.
World Eagle, Inc., Wellesley, MA.
REPORT NO.- ISBN-0-930141-07-5
PUB DATE- 87
NOTE- 183p.; For related documents, see SO 018 319-20.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181 ($24.50 paperback--ISBN-0-930141-07-5; $25.80 looseleaf--ISBN-0-930141-08-3; $36.95 hardcover--ISBN-0-930141-09-1, plus $1.75 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agriculture; Area Studies; Atlases; *Demography; Diagrams; Elementary Secondary Education; Employment Statistics; Energy; Food; Government (Administrative Body); Graphs; Health; Higher Education; Industry; *Instructional Materials; International Trade; Languages; *Maps; Municipalities; Nonprint Media; *Population Distribution; Religion; *Resources; School Statistics; Tables (Data); *Visual Aids
IDENTIFIERS- *Africa

Black and white maps that may be reproduced are contained in this volume focusing on Africa. The volume is intended to serve as a compendium of resources for classroom teachers and curriculum developers. The 53 individual country maps are reprints of maps published by the United States Department of State and by the Central Intelligence Agency. In addition, maps, tables, and graphs depict the continent from many aspects including: size, population, resources, commodities, trade, languages, religions, cities, food and agriculture, health, schooling, jobs, energy, industry, demographic statistics, and aspects of governments. (BZ)

ED 283 785 SP 028 907

Locke, William E.
Teacher Attitudes Suggest Inservice Programs.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Cooperative Planning; Elementary Secondary Education; *Inservice Education; Program Development; Program Effectiveness; *Teacher Attitudes; Teacher Effectiveness; *Teacher Participation

This literature review shows the efficacy of teacher inservice program planning. It also suggests that involvement in planning produces a positive attitude toward inservice programs that can lead to the development of greater teacher effectiveness. The literature reveals a reluctance among administrators and staff development people to fully involve teachers in the planning and delivery of inservice training. It is suggested that the effect of research on collaborative planning within educational organizations and the use of more diversified needs assessment approaches can make a significant impact on teacher inservice planning practices. (JD)

ED 283 801 SP 028 998

Chandler, Timothy J. L.
The Legacy of Competency Testing and Licensure/Certification for th
Teaching Profession.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Minimum Competency Testing; *Professional Recognition; *Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; Testin

There have been changes in approaches in certifying public school teachers, but when viewed in historical perspective, these have been changes in degree rather than changes in kind. This paper charts the history of certification/licensure and teacher testing to facilitate better understanding of the issue. The second task is to show the influence on the teaching profession of both teacher testing and licensure/certification through the use of historical examples from within and from outside the teaching profession. Comparisons with medicine and law are made. The third task is to show how important elements from the past might be used to influence public policy regarding teacher testing and licensure/certification in the future. (JD)

ED 283 818 SP 029 021

Vollmer, Marian L.; And Others

The Usefulness and Accuracy of Self Evaluation of Teaching Competencies.

PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Elementary Secondary Education; *Evaluation Methods; *Master Teachers; *Self Evaluation (Individuals); Teacher Evaluation; *Teacher Interns; Teaching Skills

Historically, it has been generally accepted that the evaluation of teaching competencies should be conducted by an administrator or a master teacher. There is a body of literature, however, that expresses the idea that self-assessment may also be a valuable source of information despite the uncontrollable defense mechanisms that may be inherent in the process. Using the Teacher Performance Assessment Instruments (TPAI) developed by the Georgia Teacher Assessment Project, researchers at the Falk Laboratory School at the University of Pittsburgh have collected, over a 2-year period, both self-evaluation data and expert assessment data from 22 graduate interns in the Master of Arts in Teaching program and the master teachers to whom they were assigned. This study's purposes are to report the relationships between the intern's self-evaluation and the master teacher's expert assessment and to determine whether the self-evaluation process revealed quantifiable growth in competency acquisition. Graphs illustrate comparative scores achieved on novice teacher versus master teacher evaluations. (Author/JD)

ED 283 913 UD 025 599

Haynes, Norris M.; And Others
School Development Program, Benton Harbor, Michigan. Process Evaluation Report.
Yale Univ., New Haven, Conn. Child Study Center.
PUB DATE- Dec 86
NOTE- 30p.; For related documents, see UD 025 596-598.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Change Strategies; *Desegregation Plans; Educational Environment; Educational Improvement; Elementary Education; Evaluation Methods; *Parent Participation; Program Effectiveness; School Effectiveness; School Surveys; *Self Concept; Student Behavior
IDENTIFIERS- *Michigan (Benton Harbor)

This study gathered information and perceptions regarding the School Development Program's (SDP) history, structure and procedures within the Benton Harbor Area School District (Michigan). The study sample included 46 people. SDP was created to be part of a comprehensive desegregation/educational improvement program for the district. Using a field survey and a structured interview approach, the study found a general perception that student achievement is improving, school climates are becoming more positive, parents and teachers are finding more avenues of communication and the decisionmaking processes are becoming more democratic in SDP schools. The most frequently mentioned obstacle to the achievement of SDP goals was a general resistance to change among the school staff. The second most frequently mentioned obstacle was a perception that procedures and expectations were unclear. The report also discusses study design, method, and analysis. An appendix includes the interview protocol and tables with response information. The predominant attitude about the SDP seems to be one of cautious optimism. (PS)

ED 283 833 TM 870 322

Marso, Ronald N.; Pigge, Fred L.

A State-Wide Assessment of the Testing and Evaluation Needs and Proficiencies of Beginning Teachers: Implications for Staff Development.

PUB DATE- Mar 87

NOTE- 30p.; Paper presented at the Annual Meeting of the Association of Supervision and Curriculum Development (New Orleans, LA, March 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; *Needs Assessment; Rating Scales; Secondary School Teachers; State Surveys; *Teacher Evaluation; *Teacher Made Tests; *Teaching Skills; Test Construction; Training Objectives

IDENTIFIERS- Ohio

In order to further existing knowledge about classroom testing practices, this study surveyed Ohio supervisors' and principals' perceptions of beginning teachers' needs for and proficiency in selected testing and evaluation competencies. Respondents considered typical beginning elementary and secondary teachers, rather than teachers of special education, music, art, or physical education. Usable survey responses to the 26-item rating scale were returned by 229 teacher supervisors, 313 building principals, and 44 curriculum or instruction coordinators. Four hypotheses were examined. First, beginning teachers' needs and proficiencies are similar, indicating they are well trained in testing and evaluation competencies, specifically test construction and test score use. Second, levels of training are equal for different grade levels and for rural, urban, or suburban schools. Third, testing competencies are as high or higher than teachers' reported subject knowledge, professional education competencies, and overall competencies. Fourth, supervisors and principals will agree on beginning teachers' needs, as well as on their proficiencies. Results indicated the following: (1) the teachers' proficiencies were inadequate to meet the job needs; (2) hypothesis 2 was supported; (3) hypothesis 3 was rejected; and (4) principals and supervisors agreed on teachers evaluation competency needs but disagreed on proficiencies. (GDC)

ED 283 859 TM 870 383

Yagi, Kan; And Others
ECIA, Chapter I, Disadvantaged Child Project. Year-End Evaluation Report. 1985-86.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Nov 86
NOTE- 34p.; For earlier reports, see ED 254 566 and ED 267 111.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Achievement Tests; *Basic Skills; Disadvantaged; Elementary Secondary Education; *Mathematics Skills;

Private Schools; Program Effectiveness; *Program Evaluation; Public Schools; *Reading Skills; School Districts; Scores; *Summative Evaluation
IDENTIFIERS- *Education Consolidation Improvement ACT Chapter 1; Iowa Tests of Basic Skills; Normal Curve Equivalent Scores; Portland Basic Skills Achievement Levels Testing; *Portland School District OR

The Portland (Oregon) Public Schools 1985-86 Chapter 1 Project included 68 public and nonpublic schools at elementary and secondary levels. About 7,500 students received supplementary support in basic skills, reading and/or math. The project included three programs: HOSTS, Prescription Learning, and Garden Variety or individual school-developed programs. Due to students' needs and high mobility, the instruction was individualized or given in small groups. To evaluate Chapter 1 student achievement, nationally standardized tests were used for grades 1 and 2, and Portland Achievement Levels Tests were used for grades 3 through 12. Results showed satisfactory progress of the students overall in reading and math. The average gains for each Chapter 1 school program continued to be equal to or larger than the average gains of the district for about 70 percent or more of the schools. Separate studies comparing student achievement gains in the three different types of instructional programs were discontinued because no significant differences were found in earlier studies. Ongoing research is now focused on the total school experiences of Chapter 1 students. It is postulated that there is a limited number of critical elements or variables in educational programs which account for most student achievement and that the extent of the effect is related to the extent the element or variable is present or absent in the students' learning environment. (JAZ)

ED 283 872 TM 870 410

Williams, Janice E.
Sample Size in Analyzing Regressions across Two Groups.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; *Estimation (Mathematics); *Monte Carlo Methods; *Quasiexperimental Design; *Regression (Statistics); *Sample Size; Sampling; Statistical Distributions; Statistical Studies
IDENTIFIERS- Random Numbers

A Monte Carlo study was done to determine the adequate sample size for quasi-experimental regression studies, which compare regression lines for two groups and estimate their point of intersection. Populations of 1,000 subjects in each of two groups were constructed (using random normal deviates) to yield equivalent regression lines of opposite slope. Multiple runs of subset samples of 20, 25, 30, 40, and 50 points per group provided the sampling error of estimating X- and Y-coordinates for the intersection point. Standard error was an inverse function of group size (degrees of freedom), as with other sampling statistics. The function leveled off at about 50 subjects per group, suggesting this as the recommended minimal group size for such analyses. The author notes that the acceptable sample size for estimating the intersection of two lines (N=50/group) exceeds that for estimating the difference between sample means (N=30/group) because of the additional parameter involved. (LPG)

ED 283 786 SP 028 933

McInerney, William, D.
Establishing University-School District Collaboration in the Education of Teachers.

PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; *College School Cooperation; Critical Thinking; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Program Development; *Program Effectiveness; *School Districts; *Schools of Education; Skill Development; Teacher Attitudes

A collaborative relationship established between the Department of Education at Purdue University in Indiana and the Twin Lakes School Corporation of Monticello, Indiana, sought to design preservice experiences enabling prospective teachers to develop and enhance critical thinking skills in their pupils. The development of this collaborative relationship necessitated training for school district staff and college faculty and the creation of a curriculum and experience program for the prospective teachers. As the relationship developed, a greater need was seen for improved coordination and communication between university and school district personnel. It was found that the cultures and environments of the two organizations were different. Classroom teachers involved in the program were particularly concerned about the sincerity of the university faculty and the possible loss of power. Teachers expressed positive attitudes, however, regarding released time for planning, involvement on committees, and professional treatment. Plans continue for further improvement of the collaborative relationship. (CB)

Jost, Frank; And Others
Report on the District Test Programs 1984-85.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.

REPORT NO.- LAUSD-464
PUB DATE- Nov 86
NOTE- 189p.; Some tables may be marginally legible due to faint type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary Secondary Education; Limited English Speaking; Local Norms; Mathematics Achievement; *Minimum Competency Testing; National Norms; *Norm Referenced Tests; Reading Achievement; School Districts; *Testing Programs; *Test Results; Writing Evaluation
IDENTIFIERS- Comprehensive Tests of Basic Skills; Comprehensive Tests of Basic Skills Spanish; *Los Angeles Unified School District CA; Survey of Essential Skills

This report describes and presents the 1984-85 results of the norm-referenced and criterion-referenced testing programs used in the Los Angeles Unified School District (California) to evaluate student progress and to identify instructional areas needing remediation. The norm-referenced Comprehensive Tests of Basic Skills (CTBS), Form U, is used to determine the reading and mathematics achievement of English-speaking students in grades 4, 7, and 11. The CTBS/Espanol is administered to all Spanish-speaking, limted English proficient students in bilingual classrooms in grades 1-6 who do not meet English testing criteria. Regional results as well as school by school results are given as the percentages of students scoring in the lower quarter, middle half, and upper quarter of the national score distribution. The competency testing program uses criterion referenced tests based on the district's instructional objectives in reading, mathematics, and composition. During 1984-85, 200,346 elementary students were tested with the Survey of Essential Skills. At the junior high level, the CTBS/U, level H was administered to all seventh graders. The percentage of students passing at each school are presented. At the senior high level, students must demonstrate competency on the Senior High Assessment of Reading Performance, the Test of Performance in Computational Skills, and WRITE:Sr in order to receive high school diplomas. Results are presented in tables and figures, including the percentages of students passing each test at each school for the 1985 through 1988 graduating classes. (BS)

D 283 914 UD 025 600

ahs, Mary Ellen
tudents' Coping with Academic and Social Stress in an Inner-City
Middle School.
ublic Education Association, New York, N.Y.
PONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
UB DATE- 22 Apr 87
OTE- 19p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Washington, DC, April 22, 1987).
ANGUAGE- English
DRS Price - MF01/PC01 Plus Postage.
UB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
ESCRIPTORS- Academic Achievement; Behavior Patterns; Black Students;
*Coping; Educational Environment; Elementary Education;
Intermediate Grades; *Interpersonal Relationship; Minority Group
Children; Self Concept; Sex Differences; *Stress Management;
*Student Attitudes; *Student School Relationship; Urban Schools

This report presents the findings of several studies designed to
xamine students' coping processes in relation to stressful
cademic and social situations in the school environment. The
etting for these studies was an inner-city intermediate school
ith approximately 423 students in the 1984-85 school year. Over 95
ercent of the students were American-born Blacks; the rest were
lacks from the Islands or Hispanic. Major findings include the
ollowing: students' responses to the Academic Coping Inventory in
wo successive years revealed only very modest continuities in
tudents' coping styles from year to year although there was
onsiderable continuity in students' perceptions of stress level
rom year to year. This may suggest that coping is not a trait but
complex amalgam of thoughts and behaviors. For the groups of
tudents at the extremes on achievement and perceptions of stress,
ome of the differences in coping styles showed more continuity.
or example, there seems to have been a developmental trend toward
ore positive coping. Students' appraisals of their efficacy in
ocially stressful situations appear to have been more realistic
han those in the academic context. Teachers saw higher achieving
tudents as higher in positive academic and social coping
ehaviors. A number of gender differences in coping styles were
evealed. Four statistical tables are included. (KH)

ED 283 927 UD 025 639

Looking at Chapter 2: 1985-86.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-85-15
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Cross Age Teaching; Discipline; Dropout Prevention; *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; Exceptional Persons; Field Trips; High Risk Students; Reading Instruction; School Community Relationship; *Student Transportation
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2

This report describes and evaluates nine Chapter 2-funded programs in the Austin (Texas) Independent School District. The major positive findings were the following: (1) disciplinary actions have decreased since the implementation of Project ASSIST (Assisting Special Students in Stress Times); (2) extra transportation has allowed some reassigned secondary students to participate in extracurricular activities; and (3) Outdoor Learning study trips have helped students develop social interaction skills and have complemented science and social studies units. In addition, the following problems were uncovered: (1) Project PLUS (Progress and Learning for Underachieving Students) participants showed gains that were below predicted levels in reading and mathematics; (2) the Writing to Read program did not provide instruction to students until the end of the school year; (3) Chapter 2 Formula-funded bus monitors did not actively supervise students on the secondary portion of the run, even though they were paid for this time; and (4) at four of the schools with Spanish as a Second Language, instruction did not begin until the second semester of the school year. A bibliography is appended. (PS)

Europe Today: An Atlas of Reproducible Pages.

World Eagle, Inc., Wellesley, MA.
REPORT NO.- ISBN-0-9608014-3-X
PUB DATE- 85
NOTE- 179p.; For related documents, see SO 018 318-320.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181 ($24.50 paperback--ISBN-0-9608014-3-X; $25.80 looseleaf--ISBN-0-9608014-7-2; $36.95 hardcover--ISBN-0-9608014-8-0, plus $1.75 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agriculture; Area Studies; Atlases; *Demography; Diagrams; Elementary Secondary Education; Employment Statistics; Energy; Food; Government (Administrative Body); Graphs; Health; Higher Education; Industry; *Instructional Materials; International Trade; Languages; *Maps; Municipalities; Nonprint Media; *Population Distribution; Religion; *Resources; School Statistics; Tables (Data); Visual Aids
IDENTIFIERS- *Europe

Illustrative black and white maps, tables, and graphs designed for clear reproducibility depict Europe's size, population, resources, commodities, trade, cities, schooling, jobs, energy, industry, demographic statistics, food, and agriculture. Also included are 33 United States Department of State individual country maps. This volume is intended to be used by classroom teachers as a resource for teaching about Europe. (BZ)

ED 283 802 SP 028 999

Buhler, June H.; Roebuck, Flora N.
Effects of Legislated Educational Reforms on In-Service Teachers' Perceptions of Self, Students, and Career.
PUB DATE- Feb 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Houston, TX, February 22-26, 1987). Some pages have faint print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Career Ladders; *Educational Change; *Educational Legislation; Elementary Secondary Education; Job Satisfaction; Program Effectiveness; Self Concept; Stress Variables; *Teacher Attitudes; Teacher Evaluation

This study, addressing the effects of current educational reforms on teaching as a profession, investigated both teachers' perceptions of specific elements of legislative reform and the cumulative effect of these elements. A total of 215 elementary and secondary teachers from 12 school districts in North Central Texas participated in the study. Questions addressed in the study were: (1) How did teachers perceive the overall effects of the legislated school reforms? (2) What are the teachers' current perceptions of self, students, and career? (3) How have the teachers' perceptions changed since the 1984 legislation? (4) Are the perceptions of change different for subgroups within the sample? (5) What are teachers' perceptions of the possible and actual benefits of the legislated reforms? (6) What are the teachers' perceptions of the importance of support for reform and the adequacy with which support has been implemented? and (7) What are the implications of the study data for improving the effectiveness of educational reform measures? Teachers' self-image, job satisfaction, emotional support in the work setting, and student attainment of learning goals registered a significant decrease since the implementation of reform legislation. The procedures for moving up the career ladder and the testing of teachers were seen as the most harmful of the 15 reform elements scored. Some suggestions are made for enhancing reform effectiveness. (JD)

ED 283 819 SP 029 022

Lantieri, Linda; And Others
Nuclear Issues: Strategies and Worksheets. Health Education.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 87
NOTE- 45p.
AVAILABLE FROM- New York City Board of Education, Division of High Schools, 131 Livingston St., Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; Curriculum Development; Elementary Secondary Education; *Global Approach; *Health Education; International Relations; Nuclear Technology; *Nuclear Warfare; *Teaching Methods

This document is designed to provide students with an opportunity to share feelings and clarify their own values given the facts about nuclear technology. Using this short curriculum, students should be able to: (1) explore their associations with nuclear issues; (2) analyze guidelines for conflict resolution in personal situations; (3) analyze differences and similarities in the process of resolving conflict at the personal level and resolving conflict through negotiations at the international level; (4) assess the health risks inherent in using nuclear energy; (5) weigh the danger of accidents and false alarms in the use of nuclear energy against the need for preparedness; (6) become familiar with the immediate and long-term effects of nuclear war; (7) empathize with the survivors of Hirsoshima; and (8) envision their ideal world and consider possible actions they could take to work for that world.

Eighteen worksheets on nuclear issues are provided. (JD)

ED 283 846 TM 870 363

Proller, Norman L.
Evaluation of the 1984-85 ECIA, Chapter II English Composition through Art History Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jun 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Placement; *Art History; *Audiovisual Aids; Grade 11; Grade 12; High Schools; Instructional Materials; Lesson Plans; Literature; *Program Evaluation; Public Schools; Questionnaires; Student Attitudes; *Teaching Methods; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

The English Composition through Art History (ECTAH) Project was established in 1984-85 at Coral Gables Senior High School in Dade County, Florida. The main goal of the project was to teach the students how to relate acquired art history knowledge to the literary devices employed by an author. For example, pupils studied non-representational art, surreal art, and cubism to expand their understanding of Faulkner's novel "As I Lay Dying." Various forms of artistic media were used to enable the students to better understand literary techniques. The evaluation of the ECTAH project assessed the project's activities as well as the extent to which project objectives were achieved. Data were collected through deserving project activities, interviewing teachers and students, examining teachers' lesson plans, and studying students' attitudes towards the project via a questionnaire. Results showed that the project: (1) served the type of students stipulated in the proposal; (2) maintained appropriate lesson plans; (3) linked audiovisual presentations with literary study in appropriate instructional activities; (4) obtained favorable reviews; and (5) successfully provided students with knowledge. It was concluded that the ECTAH project should continue, expand its supply of equipment and materials, and teach other English teachers how to use the approach. Appendices include sample lesson plans on the ECTAH student questionnaire. (JAZ)

ED 283 873 TM 870 411

Mertens, Donna M.
Career Opportunities in Research and Evaluation Related to Hearing Impaired Persons.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Guidance; *Employer Attitudes; *Employment Opportunities; *Employment Potential; Evaluators; *Hearing Impairments; Higher Education; Interviews; *Job Skills; Labor Market; Questionnaires; Researchers; Research Opportunities; Research Skills
IDENTIFIERS- Gallaudet College DC

Sixty-nine employers of researchers and evaluators participated in a market research study conducted by the Department of Educational Foundations and Research at Gallaudet University. The sample included consulting firms, government agencies, professional associations, and other educational agencies in the greater Washington, D.C. area, as well as residential schools for the deaf from around the country. A telephone interview inquired about: (1) the nature of the organization; (2) the kinds of skills needed; (3) respondent's background; (4) interest in becoming an internship site; and (5) future job prospects. Forty-eight of these employers also returned a Skill Rating Form distributed by mail. While each type of organization emphasized certain skills, the employers agreed on a generic set of skills possessed by potentially employable researcher/evaluators including traditional research methodology, evaluation, administration/communication, statistical analysis, and computer usage. Most (59%) thought that content specialty skills could be picked up on the job. Psychometric skills were important primarily in educational settings. Of the 69 employers, 62 expressed interest in becoming an internship site, and they were very receptive to hiring a hearing-impaired intern. Reports of job prospects were somewhat optimistic for consulting firms, private corporations, and government agencies. An appendix includes all survey materials. (LPG)

ED 283 900 UD 025 552

Three Surveys of Staff and Parent Opinions about the Los Angeles Unified School District Instructional Program, Spring 1985. Publication No. 472.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

PUB DATE- 85
NOTE- 173p.; For the Spring 1983 report, see ED 249 233.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Curriculum Evaluation; Educational Improvement; Elementary Secondary Education; Employment Potential; Evaluation; *Instructional Materials; Job Skills; *Parent Attitudes; Parent Participation; School Districts; *School Effectiveness; Surveys; *Teacher Attitudes; Teacher Effectiveness; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This report summarizes findings of the Los Angeles Unified School District's third annual Basic Activities Survey (BAS), held in spring 1985. The BAS measures opinions of certificated staff, classified staff, and parents concerning the district's performance in the areas of curriculum, teaching methods, and instructional materials. The sample included all types of schools from all eight regions of the school district, levels prekindergarten through grade 12. Among the results were the following: (1) certificated staff, classified staff, and parents rated their own school's program more favorably than the district's program; (2) parents gave higher ratings to the district program than did the staff; (3) all three groups agreed on the importance of teaching general academic skills; (4) staff strongly approved upgraded standards for homework, attendance, and discipline; and (5) teachers were only moderately satisfied with the instructional support they received from administrators and district/regional offices. Findings of follow-up surveys of certificated and classified staff are included. The report discusses how the 1985 Parent BAS results compare with findings of national polls. Based on survey results, recommendations are made for continued district improvement and growth. Appendices provide tables with survey results, information on sample selection, and copies of survey instruments. (PS)

ED 283 787 SP 028 942

Crawford, Scott A. G. M.

Petticoat Pioneers: Athletic Advances for Women in Victorian and Edwardian New Zealand.

PUB DATE- 17 Apr 87

NOTE- 44p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Historical Materials (060)

DESCRIPTORS- Exercise; *Females; Feminism; Foreign Countries; History; Lifetime Sports; *Outdoor Activities; *Recreational Activities; *Social Attitudes; *Womens Athletics

IDENTIFIERS- *New Zealand

Women in colonial New Zealand did not have the variety of recreational options available in the "motherland" (Great Britain). Nevertheless, there was a social climate of acceptance if not for the female athlete then certainly for the woman eager to enjoy the fun and freedom of recreational activities. In New Zealand, the social class divisions of England were not replicated to the same degree. Moreover, New Zealand sport never became a "self-indulgent festival of masculinity." Recent studies of the sub-culture of mountain climbing and the development of women's team sports support the view that New Zealand women were petticoat pioneers and that their athletic advances were part of a gradual movement within the society for women's rights. While basic methodologies such as oral history and primary investigation of "popular magazines" are discussed, attention is drawn to the rich potential of documentary archival material in radio, photography, and early film. (Author)

ED 283 834 TM 870 328

Soh, Kay-Cheng
Teaching Behaviours Scale: Its Reliability and Validity. Occasional Paper No. 35.
Institute of Education (Singapore).
REPORT NO.- ISBN-9971-953-40-4
PUB DATE- Jan 87
NOTE- 17p.; For the original study on the Teaching Behaviours Scale, see ED 265 199.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Rating Scales; Construct Validity; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; *Self Evaluation (Individuals); Student Teachers;

*Teacher Behavior; *Teacher Effectiveness; Teacher Evaluation; Test Reliability; *Test Validity
IDENTIFIERS- Singapore; *Teaching Behaviours Scale (Soh)

The reliability and validity of the Teaching Behaviours Scale (TBS) were examined using a sample of 40 male and female student teachers. The TBS was designed as a self-administered rating scale to evaluate one's teaching effectiveness. The five-point rating scale contains 22 items covering six categories: reinforcement, feedback, presentation, consolidation, evaluation, and management. To investigate test validity, four criterion measures were administered: teacher locus of control, educational attitudes scale, attitude toward change and attitude toward responsibility. Fourteen of the 22 items successfully differentiated between high- and low-scoring subjects. For the entire scale, a Cronbach's alpha of .73 was obtained, indicating acceptable internal consistency reliability. Each subscale, although short in length, had acceptable reliabilities. Results also suggested that the subscales were relatively independent. Correlations between TBS scores and each of the four criterion measures ranged from .51 to .81, supporting its construct validity. (GDC)

Fischl, M. A.; And Others

Development of Officer Selection Battery Forms 3 and 4. Technical Report 603.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-603
PUB DATE- Mar 86
NOTE- 70p.

CONTRACT- MDA-903-80-C-0701
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Correlation; Ethnic Groups; Higher Education; High Schools; High School Seniors; Item Analysis; Job Analysis; *Military Personnel; Military Training; *Occupational Tests; *Personnel Selection; Predictive Validity; Sex Differences; *Test Construction; Test Items; *Test Validity
IDENTIFIERS- Cadet Corps; Military Recruitment; *Officer Selection Battery; *Reserve Officers Training Corps

This report describes the development, standardization, and validation of two parallel forms of the Officer Selection Battery, a 2-hour, group administrable, paper and pencil test for assessing men and women applying for the Reserve Officers Training Corps (ROTC). Based on an extensive job analysis, 1,400 experimental items in 12 job areas were developed and administered to 3,306 college juniors who were enrolled in the Advanced ROTC program. This group was stratified to conform to the 1980 national distribution of Scholastic Aptitude Test scores, and weighted to reflect appropriate ethnic and gender representation. Item analyses were performed using faculty evaluations of each tested cadet's officer potential as criteria. Items that would yield the most valid tests with the least gender or ethnic impact were selected for the final forms. For standardization, the tests were administered to college sophomores in military science courses. Criterion-related validity was investigated twice using samples of senior ROTC cadets and Second Lieutenants in their first assignments. On the basis of the correlation and regression analyses performed, the Officer Selection Battery was concluded to be empirically and content valid and of comparable validity for ethnic and gender subgroups, with no indication of differential validity or regressions. Appendices include definitions of identified dimensions of officer job performances, test item types, the plan for addressing equal employment fairness in the Officers Selection Battery, weighting procedures, readability measures, and a comparison of the Officer Selection Battery with two tests in use as selectors for army officer precommissioning training programs. (JAZ)

ED 283 928 UD 025 641

Gallup, Alec M.

The 18th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools.

Phi Delta Kappa Research Foundation, Bloomington, Ind.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Drug Use; Educational Finance; Educational Vouchers; Elementary Secondary Education; Government School Relationship; Homework; Parochial Schools; Private Schools; *Public Opinion; *Public Schools; School Choice; Student Promotion; Teacher Salaries; Teacher Shortage
IDENTIFIERS- *Gallup Poll

This report contains the results of a 1986 public opinion poll concerning public schools. This annual survey, using a modified probability sample of the United States population, posed questions on the following topics: (1) the most important problems with which schools must deal; (2) drug use in schools; (3) grading of schools and their teachers; (4) grading schools on various success characteristics; (5) goals of education; (6) Federal, State and local government influence on education; (7) financing schools and schooling; (8) attitudes about Acquired Immune Deficiency Syndrome and schooling; (9) grade promotion and high school graduation requirements; (10) national testing; (11) time spent on homework; (12) teachers: testing, salaries, shortages; (13) age at which children should begin school; (14) the right to choose children's schools; (15) attitudes toward private and parochial schools; and (16) support for a voucher system. Graphs, charts and other graphic displays accompany this report. Some statistics are broken down into groups which reflect the educational level of the respondents. The research methods are summarized and procedures are given for ordering the poll. (VM)

ED 283 773 SO 018 320

Latin America Today: An Atlas of Reproducible Pages.
World Eagle, Inc., Wellesley, MA.
REPORT NO.- ISBN-0-930141-03-2
PUB DATE- 86
NOTE- 185p.; For related documents, see SO 018 318-19.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181 ($24.50 paperback--ISBN-0-930141-03-2; $25.80 looseleaf--ISBN-0-930141-04-0; $36.95 hardcover--ISBN-0-930141-05-9, plus $1.75 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agriculture; Area Studies; Atlases; *Demography; Diagrams; Elementary Secondary Education; Employment Statistics; Energy; Food; Government (Administrative Body); Graphs; Health; Higher Education; Industry; *Instructional Materials; International Trade; Languages; *Maps; Municipalities; Nonprint Media; *Population Distribution; Religion; *Resources; School Statistics; Tables (Data); Visual Aids
IDENTIFIERS- *Latin America

A profile of Latin America (defined as consisting of the countries of Costa Rica, Cuba, Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Argentina, Bolivia, Brazil, Chile, Columbia, Ecuador, Paraguay, Peru, Uruguay, and Venezuela) emerges from this collection of black and white illustrative maps, tables, and graphs. Depicted are Latin America's: size, population, resources, commodities, trade, cities, schooling, jobs, energy, industry, demographic statistics, food and agriculture, and aspects of national governments. Twenty individual country maps produced by the United States Department of State are also included, and an article by William H. McNeil entitled "A Background: How Columbus Remade the World," provides insights on how Columbus's voyages shaped the modern world. The volume is designed to be used by classroom teachers and curriculum developers as a compendium of teaching resources. (BZ)

ED 283 803 SP 029 000

King, Debra A.; And Others
Using Assertive Discipline.

PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the Annual Convention of the National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assertiveness; Behavior Modification; *Classroom Techniques; Corporal Punishment; *Discipline; *Discipline Problems Elementary Education; *Program Development; *Student Behavior; Teacher Behavior; Teacher Student Relationship; Token Economy
IDENTIFIERS- *Assertive Discipline

Assertive Discipline (AD) is a modified version of assertion training skills. It is a systematic combination of verbal assertiveness training combined with teachers using everyday rewards and punishments to positively influence relationships and students' behavior. When using the AD model, the teacher must: (1) clearly convey their rules and actions for compliance and noncompliance; (2) make a discipline plan for all students and explain the plan verbally, warning students of their limits; and (3) make nondirective statements, ask questions, and make directive statements before confronting the student with a demand either to behave or choose to be punished. Punishments such as withholding privileges or staying after school are used, while rewards are free time or positive notes given for appropriate behaviors. Systematic dismissal is used for severe and recurring violations. This paper discusses the strengths and weaknesses of various means of discipline (e.g., corporal punishment, token economy), and describes how teachers are trained to use AD. A description is given of the implementation of the Assertive Discipline Program at Morgan County Primary School (Georgia), a public school with 52 teachers serving more than 840 students in kindergarten through grade three. An evaluation of the program's success is presented. References are included. (JD)

ED 283 820 SP 029 023

How Does a Lesson Plan?

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-688-1
PUB DATE- 86
NOTE- 65p.; Reprint of 1981 edition.
AVAILABLE FROM- New York City Board of Education, Division of High Schools, 131 Livingston St., Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Objectives; *Curriculum Development; *Instructional Design; *Instructional Effectiveness; *Lesson Plans; Secondary Education; Teaching Methods

This manual for secondary school teachers offers sample lesson plans that may be used to guide and stimulate experimentation and development of creative instructional units. Lesson plan components are defined, and various types of lessons and their significant characteristics are identified. These characteristic types of lessons are illustrated, and planning elements common to all lessons are shown. The relationship between the basic aspects of planning is illustrated. The sample lesson plans cover: (1) supervised study; (2) using audio-visual aids; (3) developmental lessons; (4) dramatization; (5) reporting lessons; (6) debate/panel forum; (7) hands-on experience; (8) inquiry; (9) pre-test review; (10) post-test review; (11) skills; (12) library; and (13) class trips. A section is devoted to integrating reading and writing components, and sample lesson plans are presented in English, social studies, and science, demonstrating how reading and writing activities can be taught without diminishing content. (JD)

ED 283 847 TM 870 364

Proller, Norman L.
Evaluation of the 1984-85 ECIA, Chapter II Legal Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jun 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Inservice Teacher Education; *Instructional Materials *Law Related Education; *Program Attitudes; *Program Evaluation; Questionnaires; Resource Staff; School Districts; Secondary Education; Student Attitudes
IDENTIFIERS- Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2

The Legal Education Goals and Learning (LEGAL) project in the Dad County Public Schools, Florida, is an elective course for students in grades 7-12. Because extensive annual evaluations of this project since 1976 had been extremely favorable, the size and scope of the 1984-85 evaluation was reduced. It investigated the extent to which LEGAL achieved its primary goals in schools offering LEGAL courses for the first time. Ten social studies teachers and 10 percent of approximately 700 students enrolled in the new fall semester LEGAL courses were mailed questionnaires to obtain their views on LEGAL's support services, in-service training, and curriculum. Results showed that LEGAL teachers highly favored the provision of instructional support services. Among the students, 32 percent thought the quality of materials was better than that employed in other courses, 53 percent thought the quality was about the same, 49 percent indicated that the outside resources were also better. In regard to the provision of in-service training, 71 percent of the teachers believed they had received adequate training, though 86 percent wanted more training. The questionnaires, with results, are appended. (JAZ)

ED 283 888 TM 870 448

Johns, Jennifer S.; Sheehy, Nancy
Youth Leadership Program Evaluation Report 1985-86.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Nov 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Drug Abuse; Elementary Secondary Education; High Risk Students; Leadership Qualities; Locus of Control; Parent Attitudes; Program Attitudes; *Program Evaluation; Self Esteem; Student Attitudes; *Youth Leaders; *Youth Problems; *Youth Programs
IDENTIFIERS- *Albuquerque Public Schools NM; *Youth Leadership Program NM

During the 1985-86 academic year, 13 schools throughout the State of New Mexico were served by the Youth Leadership Program (YLP). Of these, three Albuquerque schools (A. Montoya Elementary, Washington Middle School, and Albuquerque High School) were chosen for an in-depth evaluation. One hundred fifty-two students in grades 3-12 participated in program activities designed to develop leadership skills, prevent substance abuse, improve self-esteem, and increase feelings of control over life events. Students selected for the program represented two groups: high risk or negative leaders and low risk or positive leaders. The program established situations in which both positive and negative leaders could work together toward common goals. This study evaluated the effects of the YLP on the students. Interviews and surveys of students, parents, and school staffs were used to collect the needed data. Results indicated that the YLP was highly successful in accomplishing its goals. School staffs observed positive changes in most students. Teachers felt that the program increased students' awareness of others' feelings and improved their knowledge of the community in which they lived. Participants and their parents wanted to continue the program during the next school year. Students believed that the program had positive effects on their awareness of others' feelings, willingness to help others, and ability to make friends. (JAZ)

ED 283 901 UD 025 554

Couch, Stephen R., Ed.; And Others
Quantitative Data and Immigration Research. RIIES Research Notes No. 2.
Smithsonian Institution, Washington, DC. Research Inst. on Immigration and Ethnic Studies.
PUB DATE- 79
NOTE- 324p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Database Producers; Databases; Foreign Nationals; Government Publications; *Immigrants; *Information Sources; Public Policy; Research Methodology; *Social Science Research; Undocumented Immigrants

This volume consists of the proceedings of two sessions--"Quantitative Data and Research on International Migration" and the follow-up workshop on this topic--held within the 1978 convention of the International Studies Association plus an addendum of related research notes. The papers present immigration as a data-producing process yielding a wealth of information which must be centralized, analyzed, and disseminated. The papers include the following: (1) The Study of the New Immigration: Some Political and Methodological Deterrents (R. S. Bryce-Laporte); (2) Sources of Data for the Study of International Migration (D. Heisel); (3) Sources of Data for the Study of U.S. Immigration (E. P. Kraly); (4) Critical Issues in Using Government Data Collected Primarily for Non-Research Purposes (G. Cardenas); (5) Some Thoughts on the Study of Immigration Patterns within the Modern World Economy: Established and Alternative Data Sources (E. M. Petras); (6) Some Data and Methodological Issues Regarding Research on the Economic Progress of Immigrants (B. R. Chiswick); (7) Greener Pastures: American Expatriation and Expatriates (V. B. Shaw); (8) A Residential Survey of Illegal Aliens (L. Hunt); (9) Discussion (of the preceding three papers) (C. B. Keely); (10) Note on the Spatial Diffusion of Nurses from the Commonwealth Caribbean to Britain: Quantitative Methods and Migration Studies (S. B. Jones-Hendrickson); (11) Issues in the Measurement of External Migration (G. W. Roberts); (12) Note on Limitations of Data and External Migration in the Eastern Caribbean (G. W. Roberts); and (13) Quantitative Immigration Data, Scientific Knowledge and Public Policy: Possibilities, Limitations and Interrelationships (S. R. Couch). Three appendices give conference information, lists of publications, and notes on the contributors. (VM)

ED 283 915 UD 025 601

The Student Progress Plan, Grades One through Six, School Year 1985-86.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Dec 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Curriculum Development; Elementary Education; Mathematics Instruction; *Minimum Competencies; *Program Effectiveness; Public Schools; Reading Instruction; Remedial Instruction; *Student Promotion; Urban Schools
IDENTIFIERS- *Competency Based Curriculum; District of Columbia Public Schools

The District of Columbia's Student Progress Plan (SPP) was designed as the delivery system for the Competency-Based Curriculum (CBC), and regulates student promotions based on skill attainment and mastery of the instructional objectives. An evaluation of SPP was conducted in the second semester of school year 1985-86, and its findings are presented in this report. After an introduction and discussion of the scope of the report and data collection procedures, findings are presented on these topics: attainment of SPP objectives; impact of SPP on student promotion; student promotions in summer school; instructional processes under the competency-based curriculum; and strengths and weaknesses of SPP. A final section presents conclusions and recommendations. It is concluded that SPP is an effective delivery system for CBC. It continuously monitors and identifies deficient students and areas of weakness, and is very efficient in determining where remedial resources are needed. However, few remedial resources are utilized and there still remains the possibility of undeserved or "social" promotions. Two program changes are recommended: (1) mandative authority should be placed with SPP for remediation; and (2) the promotion process for the grade 6 students should be reviewed for the purpose of requiring additional documentation of skill mastery in reading and mathematics. Two appendices include forms used in evaluating reading and mathematics achievement and statistical tables. (KH)

ED 283 835 TM 870 337

Learning by Doing: A Manual for Teaching and Assessing Higher-Order Thinking in Science and Mathematics.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-059-2; NAEP-17-HOS-80
PUB DATE- May 87
NOTE- 49p.; For a related document, see ED 278 718. Colored photographs may not reproduce well.
GRANT- NIE-G-84-2006-P4
AVAILABLE FROM- National Assessment for Educational Progress, CN 6710, Princeton, NJ 08541-6710 ($5.00 for single copies + $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Critical Thinking; Educational Assessment; Elementary Secondary Education; *Learning Activities; Mathematics Education; Mathematics Skills; *Mathematics Tests; Problem Solving; *Science Activities; Science Education; *Science Tests; Student Evaluation; Test Items; Vertical Organization
IDENTIFIERS- *National Assessment of Educational Progress; *Thinking Skills

The National Assessment of Educational Progress (NAEP), the Nation's Report Card, has developed and pilot-tested a variety of hands-on science and mathematics tasks. These tasks were developed as prototypes for use in future national assessments, but the concepts measured and the innovative approaches used are equally suitable for classroom learning. This manual is designed for use by science and mathematics coordinators and teachers to share these techniques. To develop these hands-on activities, NAEP invited the views of science and mathematics educators and worked closely with members of the United Kingdom's Assessment of Performance Unit at Kings College, London University. Tasks were administered as group activities, station activities, and as complete experiments. About 1,000 third-, seventh-, and eleventh-grade students from 12 school districts across four regions of the country were assessed, with approximately 100-300 responses obtained for each task. Results showed that students responded to the tasks, and results conformed to expectations about basic developmental trends in thinking skills. In response to the pilot study, 11 tasks field-tested by NAEP were selected to show a range of possibilities for classroom and assessment use. Each task is presented by thinking skills necessary for successful student performance and the administration mode used by NAEP. Hierarchically arranged tasks are divided into the following sections: (1) classifying; (2) observing and making inferences; (3) formulating hypotheses; (4) interpreting data; (5) designing an experiment, and (6) conducting a complete experiment. The presentation for each task includes a brief explanation of the activity, the student response sheet, a list of the equipment used, and one or more exemplary student responses. (LMO)

ED 283 874 TM 870 413

Olejnik, Stephen; Algina, James

Bootstrap Estimation and Testing for Variance Equality.

PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Estimation (Mathematics); Measurement Techniques; *Monte Carlo Methods; *Population Distribution; Sample Size; *Sampling; *Statistical Distributions; *Statistical Significance; Statistical Studies
IDENTIFIERS- *Bootstrap Methods; Chi Square Test; F Ratio; Population Validity; Statistical Analysis System; Type I Errors; *Variance (Statistical)

The purpose of this study was to develop a single procedure for comparing population variances which could be used for distribution forms. Bootstrap methodology was used to estimate the variability of the sample variance statistic when the population distribution was normal, platykurtic and leptokurtic. The data for the study were generated and analyzed using the Statistical Analysis System computing package. The bootstrap estimates of variability underestimated the theoretical variance value, and the mean square error of the estimated variance was small for both the normal and platykurtic distributions, but large for the leptokurtic distribution. The F-ratio and chi-square test statistics were computed for comparing the variability of two populations using the bootstrap estimates of variance. Observed Type I error rates within two standard errors of the nominal significance level were obtained only when the population distribution was platykurtic. The study concluded that in the case of sample variance the bootstrap methodology could provide some indication of sample accuracy but the degree of accuracy would depend on the distribution form. (JAZ)

Bloomquist, Lorraine E.

University of Rhode Island Adapted Aquatics Program Manual. Second Edition.

Rhode Island Univ., Kingston.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 79p.; For the first edition of this manual, see ED 279 623.
GRANT- G008401634
AVAILABLE FROM- Dr. Lorraine E. Bloomquist, Dept. of Physical Education, University of Rhode Island, Kingston, RI 02881 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; *Aquatic Sports; Biomechanics; Cerebral Palsy; *Disabilities; Downs Syndrome; Neurological Impairments; Older Adults; Physical Therapy; *Program Development; *Swimming

This manual provides guidelines for aquatic teachers of people with disabilities. It is based on experience in teaching American Red Cross Adapted Aquatics and is to be used to complement and accompany the Red Cross Adapted Aquatics materials. Emphasis is placed on successful experiences in a positive, safe, reinforcing environment stressing individualized programs. Contents should be especially helpful to physical educators, special educators, recreation leaders, physical and occupational therapists, nurses, and aquatic professionals. An extensive bibliography of films, books, journal articles, curriculum guides, and programs in adapted aquatics is appended. (JD)

ED 283 929 UD 025 642

Nichols, Edwin J.; And Others
Teaching Mathematics, Volume I: Culture, Motivation, History and Classroom Management.
Institute for Independent Education, Inc., Washington, DC.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-941001-00-8
PUB DATE- 86
NOTE- 51p.; For related document, see UD 025 643.
GRANT- TEI-8550265
AVAILABLE FROM- Institute for Independent Education, Inc., P.O. Box 42571, Washington, DC 20015 (paperback $3.50, plus $1.00 postage and handling).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- African Culture; *Black Education; Black Students; *Cultural Differences; Elementary Secondary Education; *Mathematical Concepts; *Mathematics Instruction; Private Schools; Teacher Education; Urban Education

Independent neighborhood schools in inner-city areas serve primarily minority students. They are in a position to assist American educators in understanding the best methods of teaching minorities who usually do not reach their full academic potential in public schools. Teachers in independent schools use culture and sometimes religion as a basis for motivational and management techniques. The students use their own indigenous images to shape their intellectual, emotional and creative development. In 1984 a training seminar using this cultural model was developed to provide these teachers with a better understanding and more strategies for teaching mathematics. This first of a two-volume series contains the lectures from the seminar. It gives the cultural and philosophical foundations for teaching mathematics to black youth. Volume I includes the following presentations: (1) Cultural Foundations for Teaching Black Children (Edwin J. Nichols); (2) Innovation and Motivation for Excellence (J. Arthur Jones); (3) African Contributions to Mathematics, Science and Technology (John Henrik Clarke); and (4) Managing Instruction in Mathematics for Elementary Schools (Bessie C. Howard). The final section is a series of notes reflecting teachers' comments on how they manage their classrooms. The volume concludes with a list of mathematics and materials. (VM)

ED 283 774 SO 018 321

America's People, 1986-1987 Edition. Aspects of America Series.

World Eagle, Inc., Wellesley, MA.

REPORT NO.- ISBN-0-930141-10-5
PUB DATE- 87
NOTE- 74p.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181 ($24.95, plus $1.75 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Non-Print Media (100) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Numerical/Quantitative Data (110)
DESCRIPTORS- Atlases; Charts; Crime; *Demography; Diagrams; Elementary Secondary Education; Employment Statistics; Government (Administrative Body); Graphs; Higher Education; *Human Geography; Illustrations; *Instructional Materials; *Maps; *Population Distribution; Residential Patterns; *Resources; School Statistics; Social Studies; Tables (Data); Visual Aids; Voting
IDENTIFIERS- *United States

It is important for students to have a feel for some of the key numerical and size characteristics of their country, and often graphic blackline masters permit easier, quicker learning than many chapters of text. For this purpose maps, tables, and graphs depicting various characteristics of the United States' population have been compiled in this volume. Topics include: population, immigration, economic characteristics, voter participation, crime rate, charitable giving, school attendance, and employment data. Teacher notes and sample quizzes are also included. (BZ)

ED 283 804 SP 029 001

Burks, Mary Paxton
Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges: Teachers, Counselors, Librarians, Administrators. Fifty-Second Edition, 1987-88.
REPORT NO.- ISBN-0-226-08106-0
PUB DATE- Jun 87
NOTE- 237p.
AVAILABLE FROM- The University of Chicago Press, 5801 S. Ellis Ave. Chicago, IL 60637 ($29.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Academic Standards; *Administrator Qualifications; *Counselor Certification; Elementary Secondary Education; *Librarians; *State Standards; *Teacher Certification; Two Year Colleges

This publication offers an update of pertinent information for teachers, administrators, librarians, counselors, and other school personnel on certification requirements. Recommendations from regional and national associations on school staff responsibilities and school policies are presented, as well as current addresses for sources of information regarding teacher applications in the United States and its territories. Certification requirements are listed for each of the 50 states and the District of Columbia. The address for the state department of education of each state is included. (J

Yff, Joost, Ed.
Cultural Diversity and Global Interdependence: Imperatives for Teacher Education. International Yearbook on Teacher Education 1986.
International Council on Education for Teaching, Washington, D.C.
PUB DATE- 86
NOTE- 259p.; Proceedings of the World Assembly of the International Council on Education for Teaching (33rd, Kingston, Jamaica, July 20-24, 1986).
AVAILABLE FROM- International Council on Education for Teaching, One Dupont Circle, Suite 616, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; *Educational Technology; Foreign Countries; *Futures (of Society); *Global Approach; Higher Education; Multicultural Education; *Teacher Education
IDENTIFIERS- *International Council on Education for Teaching

This volume is organized according to the International Council on Education for Teaching's 1986 World Assembly themes: (1) cultural diversity; (2) global interdependence; (3) education for development and multisectoral collaboration; (4) basic skills development; and (5) appropriate technology. Under each theme, there appear selected major addresses and working papers. In addition to the five thematic sections, the volume includes the Second W. Clement Stone Lecture, "Education for Tomorrow's World," and the keynote address of the acting vice-chancellor, Leslie Robinson. Presentations are also included from a panel discussion on education in Jamaica. The volume concludes with abstracts of concurrent session presentation. (JD)

ED 283 848 TM 870 366

Gibbons, Michael
School Improvement Program. Fourth Year Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
REPORT NO.- EVALSRVCS/P609/RPTFIN86
PUB DATE- Sep 86
NOTE- 107p.; For an earlier report, see ED 249 258.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Basic Skills; Elementary Secondary Education; Inservice Teacher Education; *Mathematics Achievement; Needs Assessment; Parent Attitudes; Pretests Posttests; *Program Evaluation; *Reading Comprehension; School Districts; *School Effectiveness; Socioeconomic Status; Test Results
IDENTIFIERS- *Columbus Public Schools OH; Comprehensive Tests of Basic Skills; *School Improvement Program OH

The School Improvement Program (SIP) was implemented in 5 Columbus (Ohio) public schools during the 1982-83 school year, 18 public schools during the 1983-84 school year, 26 public schools during the 1984-85 school year, and 15 public schools during the 1985-86 school year. The objective of SIP was to improve the academic achievement of students in basic skills, particularly in reading comprehensive and mathematics computation. This achievement was to be raised by implementing crucial school effectiveness factors such as a strong sense of mission, strong instructional leadership, high expectations for students and staff, frequent monitoring of pupil progress, a positive learning climate, sufficient opportunity for learning to take place and parent/community involvement in the school program. Before and after the program, Comprehensive Tests of Basic Skills were administered to measure student progress. A needs assessment survey was prepared, and locally constructed forms, surveys and checklists were used to collect the data. The results showed that students' changes in achievement were slightly greater than expected in reading comprehension, and growth in mathematics computation was substantial (25.8 percent more of the pupils at grade level after the program). Pupils from lower income families continued to score lower. Appendices include needs assessment survey factor profiles for elementary and middle schools, graphs of factor profiles for each level, comparison of various scores to the normal curve, chronology of inservice for SIP academy and schools, inservice evaluation form, parent survey form, and parents survey analysis for combined middle schools and combined elementary schools. (JAZ)

ED 283 861 TM 870 385

Jensen, Gail M.

Case Studies in Accreditation in an Emerging Profession: Process and Purpose in Physical Therapy Education.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *Accrediting Agencies; *Allied Health Occupations Education; Case Studies; Comparative Analysis; Evaluation Criteria; *Evaluators; *Field Tests; Higher Education; *Physical Therapy; *Professional Education; Program Evaluation
IDENTIFIERS- *Accreditation Standards; American Physical Therapy Association

The role of accreditation in professionalizing an emerging field i examined in a study of on-site evaluation visits. Case records for five physical therapy education programs (including new and established programs at both public and private baccalaureate and entry-level master's programs in medical and nonmedical school settings) were analyzed by Glaser's constant comparative method. The study compared evaluators, teams, and programs in terms of a model of professional core values: (1) body of systematic knowledge; (2) professional authority; (3) community sanction; (4) self-control versus outside control; and (5) professional culture. A total of 362 references were made by on-site evaluation teams to all categories of professional values, with body of systematic knowledge accounting for 43% of value statements and professional culture accounting for 47%. A further breakdown of the number of references made to the value professional culture revealed 66% referred to the academic workplace. Body of knowledge statements varied in content but agreed on importance of developing research competence and cognitive skills in students. Professional culture statements gave priority to faculty research, with little reference to practice. Results highlighted team leader influence, with the most thorough leaders emphasizing quality assessment and program consultation. Team leaders who were elite members of the profession with higher education experience took a more active role in attempting to shape dominant professional values and create an elite institutional community. (LPG)

ED 283 889 UD 025 162

Cohen, Lucy M.
Culture, Disease, and Stress among Latino Immigrants. RIIES Special Study.
Smithsonian Institution, Washington, DC. Research Inst. on Immigration and Ethnic Studies.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 79
NOTE- 335p.
AVAILABLE FROM- Public Information Office, Department of Anthropology, NHB 363, Smithsonian Institution, Washington, D.C. 20560 (free, limit of one copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Diseases; *Health Needs; Health Personnel; *Hispanic Americans; *Immigrants; Intercultural Communication; *Latin American Culture; *Migrants; Quality of Life; *Stress Management; Undocumented Immigrants

This study examines culture and illness among Latino immigrants living in Washington, D.C. Both newcomers and established residents with Latin American origins are included in three levels of inquiry: (1) a study of beliefs and perceptions about disease and the practices followed in the management of illness; (2) the identification of levels of stress by socio-cultural characteristics; and (3) the examination of patterns of conflict resolution. A main theme of the research is the pattern of adaptation shown by these immigrants as they enter the United States and begin to experience problems in communication, poverty, and work in the urban context. These stress-provoking problems lead to adaptive strategies which are interwoven with concepts and meanings from many ideologies. Latino responses to stress and to American health services give insight into the changing values of immigrants and the kinds of questions with which health personnel must deal in their roles as agents of these changes. Data are presented in nine chapters as follows: (1) How It Happened: Perspectives of the Anthropologist; (2) Latin American Popular Medicine and the Study of Stress; (3) Entry and Settlement of the Immigrants; (4) Patterns of Work; (5) Symptoms of Illness and Cross-Cultural Communication; (6) Syndromes of Illness and Popular Medicine; (7) The Health Opinion Survey and Measurement of Stress; (8) "Controlarse" and the Problems of Life; and (9) Latin American Immigrants Transform Society. Three appendices include letters, permission activities necessary for the research process, and surveys used in the study. The book concludes with a 135-item bibliography and a publications list of the Research Institute on Immigration and Ethnic Studies (RIIES). (VM)

ED 283 902 UD 025 569

Moore, JoAnne E.
Middle School Folklore: It May Be True!
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Association (Washington, DC, April 20-24, 1987). Page 4 may not reproduce clearly due to broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; Discipline; *Educational Environment; Enrollment; *Institutional Characteristics; Junior High Schools; *Middle Schools; *Student School Relationship; Urban Schools
IDENTIFIERS- *Detroit Public Schools MI; Education Consolidation Improvement Act Chapter 1

This paper presents findings of an investigation of some of the commonly held beliefs of educators concerning the relationships among five school variables and four measures of student achievement at 63 middle schools in the Detroit (Michigan) Public School system. The five school variables used were enrollment, number of short-term suspensions, number of disciplinary transfers, average daily attendance, and number of failures. The four achievement variables were scores on the reading comprehension and total mathematics subtests of the California Achievement Test, Form C, and the number of objectives achieved on the Michigan Educational Assessment Program criterion referenced test of basic skills in reading and mathematics. Most of the report consists of statistical analysis. Major qualitative findings include the following: (1) Small schools tend to have higher achievement scores and fewer disciplinary transfers. (2) Schools with lower enrollments tend to have better attendance. (3) Schools with fewer disciplinary transfers, higher attendance, and fewer failures tend to have higher achievement scores. (4) Chapter 1 schools have significantly fewer short-term suspensions and significantly lower reading achievement scores than non-Chapter 1 schools. (5) Open middle schools have lower enrollment, fewer suspensions, fewer disciplinary transfers, higher attendance, lower failure rates, and higher achievement scores than neighborhood schools. (6) Variables from the study can be used to predict some achievement test scores. (KH)

ED 283 916 UD 025 602

Sigmon, Scott B.
Radical Socioeducational Analysis.
PUB DATE- 84
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Educational Opportunities; Educational Theories; Elementary Secondary Education; Marxism; Politics of Education; *Social Background; *Social Theories; Socioeconomic Status; Urban Education

This book describes an interactive-interdisciplinary way of lookin at the social conditions which impinge upon schooling, and which impact upon the social facts of life. It examines current schooling problems from the perspective of radical social democratic thought. The book is organized into four major sections. Part 1 provides an overview and an introduction to radical socioeducational analysis as a methodology. Part 2 identifies socioeconomic relations as the major contemporary problem, and examines the role of the law in sustaining social problems. Part 3 describes the effects of social inequality on education, particularly in measurement of cognition. It also examines the concept of victim blaming, compares Rousseau's idea of "natural education" and Giroux's "radical education," provides an existential psychohistory of Frantz Fanon, and discusses the assault on the learning disability classification as typifying the limits of socioeducational reform. Finally, Part 4 discusses the desirability of morality and ethics in socioeducational reform, and presents recommendations for such reform. These proposals are based on the belief that education is for self-fulfillment and social adaptation. Curriculum must be rational and flexible. The interplay between the values of society as a whole and educational institutions as a group is believed to determine vocational opportunities. These opportunities reflect the morality of a given society. "Real education" will occur when individual-societal conflict is better resolved in the direction of a society's satisfying basic needs, keeping interpersonal conflicts to a minimum because its citizens are self-fulfilled. (KH)

Gress, James R., Ed.
Incentives for Excellence: Agendas and Arenas.
Toledo Univ., Ohio. Coll. of Education and Allied Professions.
PUB DATE- 87
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Ladders; Elementary Secondary Education; *Incentives; *Instructional Development; Merit Pay; *Professional Development; Public Opinion; Teacher Certification; *Teacher Effectiveness; Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- *Excellence in Education

The articles in this monograph focus on issues identified during participation in the U.S. Department of Education 1984 Teacher Incentive Structures Program, and the 1986 Project to Design Teacher Incentive Structures. Emphasis was on designing or adapting incentive structures for possible use in the school, community, or university. The following articles are presented: (1) "A Profession under Siege: Teacher Recruitment and Certification" (James R. Johnson and Mary Jo Henning); (2) "A Comprehensive Teacher Education Recruitment Plan" (Ruth King); (3) "Types of Incentives" (Jon Schaffarzick); (4) "The Toledo Plan" (Terry Wyatt and Eileen Burch); (5) "Tennessee's Career Ladder for Teachers" (Barbara G. Burch); (6) "A Locally Developed Career Ladder" (Ralph J. Haws and L. Ray Brown); (7) "Using Professional Development Centers and Career Ladders to Redesign the Teaching Profession" (Roy A. Edelfelt); (8) "Teacher Self-Evaluation: A Model for a Professional Approach to Instructional Improvement" (Robert L. Scholl); (9) "Non-Monetary Incentives" (James J. Cellio and Claire L. Jacobi); (10) "Community Perspective on Teacher Incentives" (James R. Gress); and (11) "Excellence in the Profession of Teaching: Past, Present and Future Perfect" (Robert R. Dunwell). (JD)

ED 283 875 TM 870 414

Cook, Linda L.; And Others

Characteristics of Samples and Linking Items Affecting a Partial Pre-Calibrations Design.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- College Entrance Examination Board, New York, N.Y.
PUB DATE- Apr 87
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Concurrent Validity; *Equated Scores; Estimation (Mathematics); Higher Education; *Item Analysis; Item Sampling; *Latent Trait Theory; Mathematical Models; Mathematics Tests; Statistical Studies; Test Reliability; *Transformations (Mathematics); Verbal Tests
IDENTIFIERS- *Calibration; LOGIST Computer Program; *Scholastic Aptitude Test

This study tests several explanations for discrepant results in an earlier study (Cook et al., 1985) which presented a partial pre-calibration method for equating new editions of the Scholastic Aptitude Test (SAT) to the same scale as older editions. In contrast to full pre-calibration, which seeks to equate all items from two or more editions, the partial method designates a subset of items to serve as an equating section; both methods rely on item response theory (IRT) and employ LOGIST to achieve calibration. Several verbal and mathematics equatings selected from the larger study were subjected to further tests. Estimation error of item parameters was small; instead, the source of difficulty rested with the IRT characteristic curve transformations, which failed to adequately equate the series of calibrations runs to the same scale. Possible differences in ability levels at different test administrations could not account for the discrepant equatings. Finally, the study identified items that functioned differently (DIF items) in the two groups used for equating and calibration. Eliminating these items from the partial pre-calibrations runs, however, did not improve the equatings significantly. Figures depict the calibration designs, item response functions, and other results. (LPG)

ED 283 805 SP 029 002

Paule, Lynde; Murray, Stephen L.
An Exploration of Alternative Assessment Methods for the Field of Education: From the Fields of Law and Medicine.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
PUB DATE- 26 Jun 97
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Standards; Comparative Analysis; Evaluation Criteria; *Evaluation Methods; Higher Education; *Legal Education (Professions); *Medical Education; *Preservice Teacher Education; Program Evaluation; *Teacher Certification; Teacher Education Curriculum

As a precursor to making recommendations for more effective assessment methods for teacher certification, an examination is made of the professions of law and medicine. Specifically, the examination covers the relationship between training programs and the methods employed for evaluating prospective lawyers and doctors to ensure that they have the requisite knowledge, skills, and abilities to practice their professions. It is concluded that medicine's attempt to develop a Comprehensive Qualifying Examination that will comprehensively assess students is readily transportable to the field of education. It is also pointed out that the legal field's success with developing a performance assessment measure as part of its qualifying examination demonstrates that areas once thought to be outside the realm of paper/pencil tests are subject to feasible, valid, and reliable assessment. (JD)

ED 283 822 SP 029 077

Craver, Samuel M., Ed.
Beyond the Empirical Tradition: Reconstructing Educational Inquiry. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (30th, Boone, North Carolina, October 18-19, 1985).
PUB DATE- Jan 86
NOTE- 196p.
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; *Educational Philosophy; Ethics; *Foundations of Education; Metacognition; *Moral Issues; *Values Clarification
IDENTIFIERS- *Empiricism

The following papers (with authors and respondents) were presented at the annual conference of the South Atlantic Philosophy of Education Society: (1) "Education as a Liberal Field of Study" (Walter Feinberg) Respondent--Eric Bredo; (2) "The Meaning of Foundations: An Alternative Paradigm for Assessing the Effects of Foundational Studies" (George W. Noblit) Respondent--Paul Bitting; (2) "The Meaning of Schooling: A Paradigm for Teaching Foundations of Education" (J. Don Reeves) Respondent--J. Gordon Chamberlin; (4) "Sympathetic Critique of Donald Vandeberg's Methodology and Moral Principles" (Roderic Owen); (5) "Education, Schooling and Theoretical Consciousness" (David Kennedy) Respondent--Howard Ozmon; (6) "Augustine's Theory of Wisdom: A Renewed Vision of Educational Purpose" (William F. Losito) Respondent--Ernst Marshall; (7) "The Empirical Beast: Containment vs Rejection" (Virgil S. Ward) Respondent--Sam Holton; (8) "Beyond the Philosophical Tradition: Deconstructing Educational Philosophy" (Tom Buford) Respondent--Frans Van Der Bogert; (9) "Integrating Value Orientation and Social Science Research toward the Improvement of Instruction" (Beatrice Sarlos) Respondent--Gene Agre; (10) "Reasoning about Values" (Rocco Porreco); (11) "Educational Reform in the United States: Are We Asking the Right Questions?" (Frank Lowney) Respondent--E. Sidney Vaughn; "Democracy's Implication of Education" (Robert Heslep) Respondent--Peter Carbone; and (13) "What Is 'Appropriate' Curriculum?" (Tom Hawkins) Respondent--Joe Congleton. (JD)

ED 283 930 UD 025 643

Gill, Tepper; And Others
Teaching Mathematics, Volume II: Strategies in Mathematics.
Institute for Independent Education, Inc., Washington, DC.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-941001-01-6
PUB DATE- 87
NOTE- 25p.; For related document, see UD 025 642.
GRANT- TEI-8550265
AVAILABLE FROM- Institute for Independent Education, Inc., P.O. Box 42571, Washington, DC 20015 ($3.50, plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *Black Education; Black Students; Elementary Secondary Education; *Mathematical Applications; Mathematical Concepts; *Mathematics Instruction; Teacher Education; Urban Education

Independent neighborhood schools in inner-city areas serve primarily minority students. They are in a position to assist American educators in understanding the best methods of teaching minorities who usually do not reach their full academic potential in public schools. Teachers in independent schools use culture and sometimes religion as a basis for motivational and management techniques. The students use their own indigenous images to shape their intellectual, emotional and creative development. In 1984 a training seminar using this cultural model was developed to provide these teachers with a better understanding and more strategies for teaching mathematics. This second volume of a two-volume series bridges the gap between theoretical perspectives and mathematic principles by presenting specific problems, concepts, vocabulary, activities and historical information concerning mathematics. The strategies are arranged in the following sections: (1) A Training Course for Mathematics Teachers in Elementary Grades (Gerald Chachere and Tepper Gill); (2) Teaching the Language of Mathematics (Mu'minah M. Saleem); and (3) Early African Mathematics for the Classroom (Walter M. Young). (VM)

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